

4. Managing Quality at ICD: Self-evaluation, Monitoring, and Review.

Section 3 of ICD's QA policy defines the primary parties (e.g. internal staff, committees, students, and external stakeholders and other infrastructure) who contribute to quality assurance at ICD and their roles and responsibilities. The present section provides elaboration on QA, self-evaluation, monitoring, review, and improvement initiatives, processes, and infrastructure.

4.1 Programmatic Review & Programme Development

ICD continuously defines and improves its processes to review, improve, and develop programmes, which are already validated, being proposed for revalidation, or are being proposed for new validation by QQI. These procedures are continuously improved in policy and practice to reflect QQI's (2017a) policies and criteria for validating programmes. Validation is a regulatory process that determines if a QQI award can be offered in respect of an individual programme. As part of this process, an independent panel will prepare a report which determines each programme's quality and fitness for purpose, including its established quality assurance arrangements and procedures for the assessment of learners. Any modifications recommended by the independent panel will be integrated into a revised programme which is fully compliant with QQI's core policies and criteria for validation (QQI 2017a). Quinquennial QQI revalidation – which is preceded by a (minimum) year-long process of internal review - is the main process by which ICD updates and modifies its existing programmes and associated QA procedures. The programme review and development process is supervised by the Academic Council who delegate authority to the Programme Development Subcommittee.

Figure 4.1a provides a big picture overview of the interconnected system at ICD that is ongoing programme review and programme development.



Figure 4.1a: Illustration of the Programme Development Process at ICD

Please note: Black boxes indicate processes. Black lines illustrate process outcome report lines

Coloured boxes and lines indicate participants in processes and communication/participation-in-process lines

Programme Development: The goals of programme development at ICD are both:

- **Developing High-Quality New Programmes:** The creation of new programmes to be delivered (dependent on validation by QQI)
- **Continuously Improving the Quality of Existing Programmes:** The continuous improvement of existing programmes, already being offered (and new-/re-validations by QQI as required)

Programme Development Requirements at ICD:

The development of new programmes at ICD is primarily the responsibility of the Head of Academic Development who consults and works with the Programme Development Committee, under the supervision of the Head of Quality Assurance and Director of Academic Affairs. Reports are submitted to the Academic Council for review to ensure all QQI (e.g. QQI 2017a) policies are followed. The requirements in developing new programmes and improving existing programmes at ICD include, but are not limited to:

- **Learning Outcomes Focused:** Ensuring that all programmes are written using minimum intended programme learning outcomes (MIPOs) and minimum intended module learning outcomes (MIMLOs)
- **Evidence-Based Reviewing & Development:** Ensuring that all programmes are developed based on evidence, which is gathered through ongoing research on education and skills needs, consultations and feedback from learners and staff, and external consultations with business (e.g. employers) and community
- **Alignment with NFQ & QQI standards:** Ensuring all programmes align with the relevant QQI awards standards and intended level of the NFQ
- **Rigorous Internal & External Reviewing:** Ensuring all proposed programmes are reviewed internally (by the Academic Council) and externally through independent external panels, and ultimately QQI, provided the evidence supports validation application
- **Developing Clear Access, Transfer, & Progression Guidelines:** Ensuring all proposed programmes comply with QQI's (2015b) *Policy Restatement: Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training*
- **Cyclical Review Using Feedback from all Learning Community Members:** Ensuring that all programmes are cyclically reviewed (at least annually) by the Programme Development committee, taking all evidence and reports into account (e.g. reports from the Registrar,

Programme Boards, Academic Council, Examination Boards, Student Survey Feedback, Lecturer Survey Feedback), and the results of these reviews are submitted for analysis by the Academic Council who will continuously monitor and review programmes and also programme review and development work across ICD

Programme Review processes include:

- **Reviewing existing programme(s) quality:** Continuous internal monitoring and reviewing of existing programmes with the goal to continuously improve quality
- **Reviewing existing quality assurance infrastructure:** Continuous internal monitoring and reviewing of existing quality assurance infrastructure which both gathers evidence on the quality of ICD's existing programmes and promotes evidence-based continuous improvement of existing programmes.
- **Reviewing new programme development processes, requirements, and infrastructure:** Continuous internal monitoring of new programmes in development and new programme development infrastructure through the usage of internally gathered evidence and also externally procured guidance and feedback on educational/graduate needs in the 21st century (e.g. through interfacing with external stakeholders such as the business community, and bodies such as QQI and ACCA).
- **Reviewing and improving programme resourcing and student support infrastructure** under the oversight of Academic Council and Governing Body. This entails ongoing improvement of learner supports and facilities, programme delivery facilities, and the overall learning environment strategy and implementation
- **Improving student recruitment initiatives** because without students, programmes cannot be delivered. This is primarily the responsibility of the Managing Director (in consultation with the Governing Body) who engages in marketing and prospective student recruitment in conjunction with the Admissions Office and Registrar, which requires both building awareness of programme(s) availability and also, importantly, informing prospective students of programme learning outcomes, awards, access requirements, and progression possibilities
- **Discontinuing programmes where they no longer serve learner (or external) educational/graduate needs**

- **Business case (including cost/benefit) analysis for continuing existing programmes and for developing and delivering new programmes.** This process (see below Table 4.1a) is the responsibility of the ICD Management Team and the Governing Body.

Table 4.1a: Business Case Analysis at ICD:

Cost/Benefit Analysis: All programmes at ICD Business School are monitored for their financial viability on a yearly basis, with overhead costs measured against budget on a monthly/weekly basis.

1. All costs associated with any existing programme are calculated (including all accounting based costs, depreciation, amortisation etc. and any reasonable variances in cost inputs, both upward and downward, over the specific accounting period, are calculated and posted, to the specific accounting period) including opportunity costs.
2. All income from the programme is allocated and posted to the relevant account (to include all accruals/prepayments) for ongoing budgetary monitoring.
3. Decisions on the viability/sustainability of any programme are made on a number of criteria;

a) Financial Criteria used in Business Case Analysis [Financial Viability]

The financial viability of a course is further sub-divided in terms of monitoring under the following headings;

- i. Good current and Projected Profitability
- ii. Favourable Asset Utilisation (opportunity costs as stated above)
- iii. Conservative Capital Structure
- iv. Earnings Momentum

b) Fit with Strategy

c) The current capabilities of ICD Business School to deliver the programme v future requirements of a programme (IT/ICT)

Along with the above business case analysis criteria, current programmes are mapped against the following criteria when originally submitted to the Management Board for validation by the Awarding Body.

1. What is the potential market size or demand?
2. Who are our competitors and/or potential competitors?
3. Is it a trend, fad, flat or growing market?
4. Who are our target customers?
5. What is our potential selling price?
6. What is our potential margin?
7. Will we face seasonality swings?
8. Are there any restrictions or regulations on this programme?

Business Case Analysis: Information Sources – Availability

In ICD Business School we do not deliver programmes outside of our expertise. Therefore information sources in the areas of our Programme delivery tend to be known to the expert groups in the College, allowing for a fully informed decision to be made as part of our analysis.

Business Case Analysis: Financial Control – Weekly, Monthly and Annually

All programmes are monitored in terms of income and expenditure on a weekly basis. Part of the reason for this is the need to ensure that all debtors are communicated to and all outstanding fees are remitted.

As indicated all programmes are monitored using the Financial Criteria (outside of income and expenditure a/c's) on an annual basis. The Earnings Momentum methodology is one of the more accurate as it shows trends towards and away from a particular programme of education.

Over the past number of years, applying Earnings Momentum methods ICD Business School has seen a trend away from the 'traditional' Business Studies Degree towards a more technology/social media based programmes.

ICD Business School submitted in 2018, a BA (Honours) in Digital Business, to QQI to follow this trend and to compensate for the falling income from the BA (Honours) in Business Studies.

All of the financial data would be reported in our Management Accounts and each programme/Course is allocated as a specific cost centre. Our Management Accounts are compiled monthly.

Our Accountants (O'Brien & Partners) would also advise as to their view regarding the viability ,on an ongoing basis, of a particular programme and have been doing so with ICD for the past 18 years.

The Programme Development and Review Cycle at ICD: The programme development process (developing new programmes and improving existing programmes) leads to programme reviewing and programme review processes lead to programme development (improving existing programmes and developing new programmes). Programme development and review at ICD are an interconnected and inseparable cycle as shown in Figure 4.1b. This process is supervised by the Academic Council with delegation of responsibility to (and reporting back from) the Programme Development Committee and Programme Boards.



Figure 4.1b: The Programme Development and Review Cycle at ICD

The role of external stakeholders in programme review and development at ICD:

Employers: Our existing Business Studies and Accountancy programmes are regularly updated in response to changes in the wider business and employment landscape, particularly as developments in IT and digitalisation have impacted on the day-to-day realities of doing business in Ireland and beyond. With strong links in the local business community, ICD has always sought to solicit the input of employers about their expectations of contemporary business graduates. This has led – for example – to the introduction of Lean Six Sigma ‘Yellow Belt’ training into the final stage project management module for all business students. ICD is also currently revising the E-Commerce pathway of the BA (Hons) in Business Studies in response to feedback provided by employers. Where accounting and finance are concerned, ICD regularly updates its syllabi in line with changes in financial reporting standards (FRS’s) and according to advice provided by employers about current graduate skills profiles. Liaising with employers has also led to the introduction – in the college’s auditing and advanced auditing modules – of a stronger emphasis on the essential role that IT and automated systems now play in transforming the nature of audit work.

Professional Bodies: The main professional bodies that ICD’s programmes are recognised by include Chartered Accountants Ireland (CAI), the Association of Certified Chartered Accountants (ACCA), the Chartered Marketing Institute (CMI), the Institute of Personnel Development (IPD), the Marketing Institute of Ireland (MII) and the Law Society of Ireland, The King’s Inns. As professional bodies must regularly update their standards and policies in response to external changes, so too must ICD remain apprised of such developments, and committed to keeping its programme content up-to-date. To this end, changes are regularly made to programme modules as a result of recommendations made by professional bodies. For example, the college’s modules in ‘Taxation’ and ‘Advanced Taxation’ are updated following the implementation of any changes to the Finance Act and its associated budget.

State Bodies: ICD liaises with Quality and Qualifications Ireland (QQI) in relation to matters of quality assurance, protection of enrolled learners, and the validation and re-validation of programmes. Enterprise Ireland’s ‘Education in Ireland’ and the Irish Council for International Students (ICOS) are also key partners where the recruitment, protection, and pastoral care of international students are concerned.

Legal Advisors: In recent years, ICD carried out a root-and-branch legal analysis of the processes and procedures pertaining to the college's programmes. This process was undertaken by an external law firm (E & F Collins). This brought to light certain discrepancies in the college's systems and the subsequent readjustment of these processes and procedures, both written and implied, has delivered benefits to learners, staff and all individuals connected to the delivery of the college's programmes.

Recent outcomes from continuous programme review and development at ICD:

Specific outcomes from the continuous programme review and development cycle at ICD over recent years include:

- Successful QQI revalidation of the BA Hons in Business Studies (revalidated in summer 2019)
- Successful QQI revalidation of the BA Hons in Accounting and Finance (revalidated in summer 2019)
- Successful QQI revalidation of the MA in Accounting and Finance (revalidated in summer 2019)
- Continuous development of a new masters in brand marketing (forthcoming)
- Application to QQI for validation of the newly developed BA Hons in Digital Business. A summary of how this programme has been developed to date appears as follows, to provide more specific insight into how programme development is undertaken at ICD.

Case Study of Programme Development at ICD: The BA Hons in Digital Business (2017-2019):

1. **Initial Conception (Based on Learning Community (Staff & Student) Feedback):** The impetus to develop the BA (Hons) in Digital Business grew out of discussions held by ICD's programme boards about the need for the development of a new undergraduate business programme designed to address the changing skills demands of contemporary information and knowledge intensive economies, and the day-to-day realities of work in increasingly technology-rich business environments.

This concept was based on analysis of qualitative and quantitative indicators (see section 4.1.1 of the present document) on existing programmes being delivered (programme reviewing) and consideration for the broader education, training, and skills need context. ICD lecturers and staff had received positive feedback about the college's existing ICT modules – both informally and through student survey – but had also become aware of a growing internal consensus, both amongst staff and learners, about a need to expand provision in this area, as well as to offer more integrated ways of providing digital skills training alongside traditional academic knowledge development. On this basis, the team decided that it was necessary to develop a programme that built on ICD's existing focus on providing students with a high-quality business education but augmented this with a learning experience that would also equip them with the necessary knowledge, skills, and competencies required for success in an increasingly technology-permeated and 'digitalised' economy and society.

2. **Initial Programme Outline Development:** An initial programme outline was designed by the Academic Development Officer (now the Head of Quality Assurance) for a BA (Hons) in 'Business with Digital Skills' – later changed to 'Digital Business' – and described the proposed degree as building on ICD's 'existing strengths in business studies by developing a complementary offering designed both to equip graduates with the digital skills required by employers in the contemporary workplace, and with the knowledge to lead digital transformation in SMEs'.
3. **Initial Business Case Analysis:** The ICD Management Team reviewed the business case for the programme including financial (e.g. cost/benefit and resourcing requirements) analysis and non-financial (e.g. strategic fit and internal capacity) analysis. The programme was approved by the Management Team for further development pending further business case analysis when clearer indicators are available on demand and resource requirements
4. **Internal Review of Programme Outline:** The programme outline was then sent to internal academic staff. The outline was reviewed by lecturers internally who provided both positive and negative feedback.
5. **Programme outline improvement:** This internal feedback was used to improve and refine the programme before external evaluation.
6. **Independent External Evaluation:** This draft outline, which included an indicative curriculum, programme structure, learner profile, and minimum intended

programme learning outcomes, was shared with industry stakeholders – including representatives of digital marketing agencies, multinational tech firms, and business development and training companies – who provided feedback on the programme’s curriculum and graduate skills profile.

7. **Advanced Development of Programme and Testing for Need (feasibility analysis)**
Using Evidence: Following this stage of conception and consultation, the team then embarked on a review of the literature related to national and international skills strategies and deficits, the impact of digital technologies on present and future skills needs, and recent developments in the classification of skills and competency types for the digital economy. A key finding of this review was that there appeared to be a growing national and international consensus about the demand for both ‘generic and complementary’ ICT skills, and technology-related transversal skills, in every sector of the 21st century economy (OECD, 2017 p. 178). In addition to producing graduates with ‘specialist’ or technical ICT skills – in data analytics, app development, and network management – the literature broadly suggested that there was an imperative for providers of education and training to provide learners in all occupational and professional domains with ‘high-level complementary skills’ (OECD, 2016 p. 2) and ‘digital literacy’ for management, administration, marketing, leadership, communication, and problem-solving in technology-rich business settings. As a small college, specialising in business disciplines, the team at ICD concluded that it was not within the current scope of their provision or expertise to develop a programme oriented towards ‘specialist’ technical ICT skills, but we concluded strongly that the college was well-positioned to develop its business programmes to respond to the challenges and skills requirements of the digital economy.
8. **Defining Programme Learning Outcomes:** The BA (Hons) in Digital Business was further developed, then, to provide students with an integrated and in-depth knowledge of a range of core business sub-fields and disciplines, while also offering a mix of ‘generic’, ‘complementary’ – and some ‘specialist’ - ICT skills tailored towards the needs of contemporary businesses of all shapes and size, and adaptable lifelong learning in the digital economy. In addition to training students in the use of key software tools and platforms for use in 21st century business contexts, it was decided that a strong emphasis would be placed on developing ‘complementary’ skills which would help graduates to become proficient not only in using technology

functionally, but in engaging in the kind of non-routine, abstract, intrapersonal, and cognitive tasks characteristic of work settings where technology-enhanced information processing, self-direction, problem-solving and communication were highly prized. A key part of developing 'digital skills' in future graduates relates to the cultivation of so-called 'digital navigation skills', which denote the use of digital technologies to 'finding information, prioritising information and assessing the quality and reliability of information' (Grand-Clement RAND 2017 p. 5). This ICT competency is closely related to a generic skillset described by the OECD as 'communication and information search' (CIS), which entails communicating, 'finding work related information', and 'conducting transactions' using digital technologies. The OECD regard CIS skills as essential for modern graduates, but describe them in their 2017 digital skills outlook as both 'in demand' but 'insufficient' and 'unequally distributed' across countries, social groups, firms, and individuals (OECD, 2017).

9. **Defining Teaching, Learning, & Assessment Strategy:** In this light, it was decided that the programme would be developed to provide a mix of different teaching and learning modalities – and assessment strategies – that would integrate digital skills training with traditional academic skills in oral and written communication, peer-directed and self-regulated learning, and critical and analytical thinking. In effect, it would seek to develop a synthesis of traditional transversal skills and digital technology skills appropriate to contemporary business life and future learning. It was envisaged that at each stage of the students' development, a focus would be placed on combining training in business skills and digital tools and platforms with assessments that would focus on critique, reflection, information literacy, and individual and intrapersonal communication. The programme would also aim to foster in students a kind of 'digital literacy' which went beyond mere technical competence to focus on critical and reflective thinking, consistent with Gilster's definition of digital literacy as a matter of individuals being able to 'critically evaluate', select, and elaborate information, rather than simply having 'the technical skills required to access it' (Martin and Grudziecki 2006, 'DigEuLit: Concepts and Tools for Digital Literacy' p. 254). This perspective in digital literacy frames it as a critical, evaluative and reflective competence rather than a matter of purely technical skills, and this model – it was decided – was appropriate to the synthesis of business, digital, and transversal skills that the programme would be designed to

offer. In particular, the concept of problem-solving in technology rich environments was used as a foundation for the development of the programme's curriculum, assessment strategies, and learning outcomes, focussing as it does both on the need to develop enhanced digital skills *and* the requirements for 21st century graduates to be competent in constructing strategies for identifying and evaluating information, synthesising new knowledge, and communicating it to address specific problems in real-world business contexts.

10. **Resource requirements detailed:** The programme would require investment in IT resources internally, which were detailed and communicated to the Management Team
11. **Advanced Business Case Analysis:** The Management Team used the detailed programme documentation, particularly evidence provided on demand/need, and proposed resourcing requirements, to engage in detailed financial (e.g. cost/benefit, resource investment) analysis and non-financial (e.g. strategic fit and human resource fit) analysis of the programme. This included consultation with an external IT specialist regarding requirements and costing. The programme was approved for further development
12. **The 'Final' Draft Programme Internally & Externally Evaluated:** Staff and external evaluators were provided with a full 'final' draft of the programme, which, over a three-month period, entailed reworking and fixing of a variety of elements of the programme
13. **Application for QQI Validation:** A QQI programme validation panel is currently assessing this proposed programme and is planning to visit ICD in late 2019.

4.1.1 Programme Review Process

ICD's Academic Council periodically undertakes internal reviews of its programmes – typically annually and quinquennially – according to the following terms of reference:

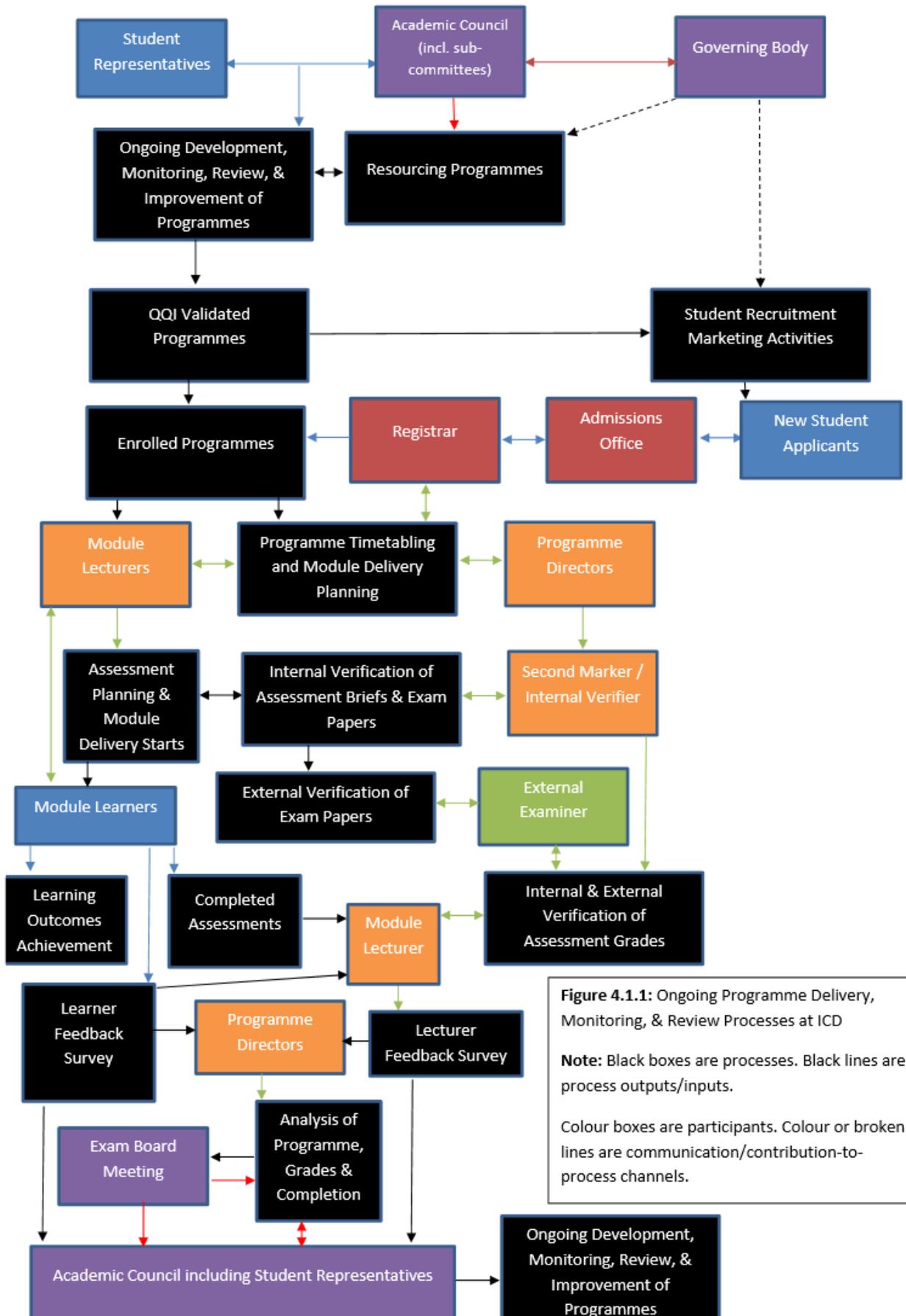
- **Qualitative indicator of quality:** What has been learned about the programme, as an evolving process, from the experience of providing it over the last number of years?

- **Quantitative indicator of quality:** What can be concluded from a quantitative analysis of admission data, attrition rates by stage, completion rates and grades achieved by module, stage, and overall? Completion rate “for a programme of education and training means the ratio that the number of enrolled learners who complete the programme bears to the number of enrolled learners who commenced the programme” (Qualifications and Quality Assurance (Education and Training) Act 2012, Revised 2014 p. 8)
- **Qualitative indicator of quality:** What can be concluded from a survey and analysis of graduate pathways both about the college’s programmes and supports offered to ICD alumni?
- **Qualitative indicator of quality:** The reputation that the programme and provider have with key stakeholders including learners, alumni, graduate employers, staff, funding agencies, regulatory bodies, and professional bodies.
- **Qualitative indicator of quality:** The perspectives of key stakeholders with respect to improvements that can be made to existing programmes, processes and procedures, facilities and resources, and learner supports (including issues identified in the reports of the college’s Academic Council and Governing Body).
- **Qualitative indicator of quality:** The challenges and opportunities which are likely to arise during the next cycle of each programme’s provision and modifications that can be made with respect to these.
- **Qualitative indicator of quality:** Whether the programme in light of its stated objectives and intended learning outcomes demonstrably addresses explicit learning needs of target learners and society?
- **Qualitative indicator of quality:** If programme curricula are sufficiently up-to-date and appropriate to the needs of learners and society?
- **Qualitative indicator of quality:** Whether the programme (modified or unmodified) meets the current QQI validation criteria (and sub-criteria) or, if not, what modifications need to be made to the programme to meet the current criteria?
- **Quantitative and qualitative indicator of quality:** What new resources may be needed to be offered to staff to support continuing professional development and academic performance?
- **Quantitative and qualitative indicator of quality:** Whether the provider continues to have the capacity and capability to provide the programme as planned (considering, for example, historical and projected enrolment numbers and profile and availability and adequacy of physical, financial and human resources) without risk of compromising educational

standards or quality of provision in light of its other commitments (i.e. Competing demands) and strategy?

- **Qualitative indicator of quality:** What changes need to be made to related policies, criteria and procedures (including QA procedures)?
- **Quantitative and qualitative indicator of quality:** What improvements are indicated following analysis of learner feedback surveys?
- **Qualitative indicator of quality:** What improvements are indicated following analysis of lecturer feedback surveys?
- **Qualitative indicator of quality:** What improvements are indicated following consultation with the Student Representative Committee (SRC) and the elected SRC Academic Council members?

Figure 4.1.1 illustrates the complex and interconnected system of both day-to-day and more strategic (by semester, and every year) ongoing programme delivery, monitoring, review processes at ICD, specifically from the perspective of one (non-specific) programme (whether a new or existing continuing programme).



Internal review is carried out by the college's Academic Council and through regular (ad-hoc, but, ideally, at least annual) Programme Development committee meetings. The Programme Development committee is a subcommittee of Academic Council. This subcommittee is comprised of the Head of Academic Development, the relevant Programme Directors, and at least two programme board members from the respective academic programme. Programme Directors are responsible for coordinating the contribution of all academic staff for programmatic review and reporting to and by the subcommittee and Academic Council. The proceedings of Academic Council – including feedback presented by student representatives – constitute an important source of information on stakeholder perspectives on the structure, design, and quality of respective programmes. ICD is also currently exploring the possibility of making better use of Moodle as a tool for carrying out internal stakeholder surveys for programmatic review and quality assurance more generally. By conducting more regular internal surveys, it is hoped that more effective processes for continuous improvement can be developed that will ensure that ICD is responsive to changing learner demands and can monitor and ensure the ongoing quality of its provision.

All quality assurance infrastructure at ICD has the objective of continuous learning and improvement in tandem with various internal and external stakeholders. This infrastructure all feeds into the overall programme development and programme review initiatives in both the day to day delivery of programmes and ensuring their smooth running but also the more strategic level of planning, developing, resourcing, and improving new and existing programmes. The overall QA infrastructure at ICD is detailed throughout the QA policy. However, appendix 4.1.1 provides a reference table summarising some (but not all) of the QA infrastructure ICD has developed over the years and continues to develop and improve. Two key components of QA infrastructure at ICD are the Learner Feedback Survey and the Lecturer Feedback Survey.

4.1.1.1 Lecturer Voice and Feedback in Internal Programme Review Processes

It is a fundamental quality assurance objective at ICD to include the lecturer/faculty voice and feedback in all programme and module monitoring, reviewing, and development. While this is done in an ongoing process of internal communications between staff, a formal instrument has been developed for usage across all programmes, starting semester one 2019-2020. The instrument used

to collect data is a qualitative survey of lecturer feedback and reflection on every module's delivery, assessments, and resourcing. This list of questions (below) is emailed by all Programme Directors to all respective module lecturers in order to receive feedback on positive and negative aspects of modules.

List of questions Programme Directors email to lecturers:

Dear Colleague

I would be very grateful if you might take a few minutes to respond to the below questions list (with qualitative answers) for each of the modules you deliver on this programme [INSERT PROGRAMME NAME]

1. Please indicate the name of the module, year/stage, programme name, and semester and year when most recently delivered?
2. What went particularly well in the module?
3. How might the module be improved with regard to the following categories:
 - a. Does the module descriptor need to be updated or changed? If so, how?
 - b. Does the module assessment strategy need to be updated or changed? If so, how?
 - c. Does the resourcing of the module need to be changed or improved? If so, how?
4. How may ICD and/or the Programme Director help you to improve the module or its delivery, if applicable?
5. Do you have any other feedback regarding the module, the programme, or ICD in general that you wish for the Programme Director to consider?

To enable optimum communication and feedback quality, the above questions list should be circulated by every Programme Director to every lecturer on the programme at the end of every semester. The responses should be collected and analysed by the Programme Director who is responsible for reporting the findings to the Head of Academic Development, the Programme Development sub-committee, and Academic Council. Primary responsibility for acting on (or

ensuring action on) the findings of this survey lies with the Programme Director and the Head of Academic Development, under the supervision of the Academic Council.

4.1.1.2 Learner Voice and Feedback in Internal Programme Review Processes

Please refer to section 5.5 for detail on the role of learner feedback and student voice and communications at ICD, which includes discussion of the learner feedback survey carried out in every module and also other QA infrastructure such as democratically elected student representatives, the Student Representative Committee (SRC), and elected SRC representation on the Academic Council. These combined processes and functions within ICD are pivotally important mechanisms used to continuously gather feedback from students so that their voice can be included in all discussions regarding programmatic reviewing and development.

4.2 Staff Recruitment & Performance to Enhance Teaching at ICD

Recruiting staff:

Staff recruitment for academic (e.g. lecturer) and administrative roles is primarily the responsibility of the Governing Body. The Human Resource management function at ICD is mainly carried out by the Managing Director who consults with the Registrar, Director of Academic Affairs, and Academic Council, as appropriate. These consultations focus on staffing needs (and other resourcing needs) for all programmes, quality assurance, and other academic, staff and student support functions at the college. An example of this in action is the current (August 2019) initiative proposed by members of the Academic Council (and approved by the Management Team) to recruit an external independent member of the Academic Council. Role definition is being created by the Academic Council, specifically the Head of Quality Assurance, Head of Academic Development, and Director of Academic Affairs. The recruitment initiative and process are being planned by the Management Team in consultation with the Academic Council.

During all recruitment processes for academic teaching positions, ICD uses the specific requirements (e.g. qualifications staff must have) for modules, which are detailed in the module descriptors and programme manuals (e.g. potential candidates' qualification levels (according to the NFQ), disciplinary expertise (e.g. subject areas), and prior experience requirements). These requirements are used to assess all recruitment processes for teaching staff.

Enhancing Teaching Quality and Continuous Professional Development:

ICD is committed to continually improving teaching and learning across its programmes. To this end, the college engages in regular reviews of individual and team performance in a manner which is consistent with the collegial and professional values of our academic staff. On the basis that ICD's staff constitute a professional learning community, teaching and learning development are primarily driven by staff members' critical reflections, day-to-day classroom experiences, and perceptions of impact, with a particular focus placed on linking instructional and assessment approaches to student learning. Performance and development goals are agreed collectively amongst staff in conjunction with Programme Directors at the Academic Council. Further to this, feedback about the quality of

programme content and delivery are periodically gathered from students, derived both from regular surveys and from class representatives at Academic Council.

As a small, independent provider, ICD does not have a dedicated human resources department or manager for overseeing staff performance evaluation, training, and professional development. Rather, the college Registrar and Director work in partnership with the Director of Academic Affairs, the Head of Quality Assurance, the Head of Academic Development, Programme Directors and academic staff to develop strategies for supporting continued professional development - in the context of research, scholarship, pedagogy, and professional accreditation – and performance management, in a manner which safeguards academic autonomy and professional self-determination. The Managing Director promotes and facilitates all academic staff developing and maintaining relationships with communities of practice in their respective fields. This includes reviewing, and approving as appropriate, any financial or non-financial assistance, which is provided to academic staff to ensure they are encouraged to attend conferences, engage in research seminars, and membership of academic and professional associations and bodies. All staff are encouraged to liaise with the Managing Director and submit requests for assistance.

Under ICD's revised QA framework, proposals for supporting staff professional development and training will be discussed at the college's Academic Council, the standing committee charged with the responsibility to ensure continuous improvement in staff development, teaching, and learning.

The new (summer 2019) role of Head of Academic Development includes responsibility for staff development and training initiatives, which are devised and delivered, by the Head of Academic Development, under the supervision of the Registrar and Director of Academic Affairs. Progress is reported to the Academic Council and, where required, all initiatives are approved and resourced by the Governing Body. Recent Examples of training initiatives include the July 2019 Pearson Higher Education teaching and learning training delivered at an intensive three-day workshop at ICD by a Pearson staff trainer. The Head of Quality Assurance continues to provide staff training on integrating Moodle and other technologies into teaching and learning, an initiative that is continuous and ongoing for two years. Plagiarism prevention and detection initiatives are continuous at ICD, but a specific plagiarism prevention initiative has been under development by the Head of Academic Development, in conjunction with the Head of Quality Assurance, from February

to August 2019. This has incorporated multiple meetings with all academic and non-academic staff invited to attend during June 2019, at which the wider higher educational issues relating to plagiarism were discussed. All staff in attendance provided feedback on proposed new plagiarism detection and prevention plans which included the agreed (by consensus) decision to create a new plagiarism policy at ICD, an upgrade of plagiarism detection software to Urkund, a proposed new mandatory module for all students to attend (which covers plagiarism awareness and prevention), and the decision to hold staff training on plagiarism prevention, detection, and handling in Autumn 2019 onwards. On foot of this staff-agreed initiative, ICD has since sought and received approval from QQI to deliver a mandatory induction module on all programmes from semester one of the 2019-2020 academic year (pending further discussions with QQI, forthcoming). Also, ICD has already procured Urkund's plagiarism detection system, which the Head of Academic Development is currently integrating into Moodle under the supervision of Urkund and the Head of Quality Assurance. Urkund are sending a representative for a site visit at ICD (provisionally set for September 2019) to deliver staff training on the system with the option for further remote training and support via email and video calling. The Head of Academic Development is currently consulting with staff on how arrangements will be made for all staff to access initial training in the new Urkund system. Ongoing support on how to use the system will be provided by the Head of Academic Development in conjunction with Urkund.

Also, the Head of Academic Development (under the supervision of the Head of Quality Assurance) is consulting with the Director of Academic Affairs and the Registrar as part of a planned, pilot annual staff training and development seminar initiative. This initiative's objective is to provide (at least) an annual platform at which staff can present research findings on any research interests they are pursuing and reflections on pedagogy, teaching and learning quality. The outcome of this initiative should be increased support for and recognition of high-quality teaching and learning strategies. A teaching and learning seminar is currently being planned for 2020. Planned themes relate to plagiarism prevention and the encouragement of diverse teaching practices and assessment methodologies using both technological and traditional resources. The Head of Academic Development is engaged with the Governing Body on this matter regarding support for the initiative.

Staff Access to QA Policy:

The quality assurance policy and all other key quality assurance documents and internal reports are available to staff via the internal staff-accessible Moodle document store developed by the Head of Quality Assurance in 2018 and continuously updated by the Head of Quality Assurance and Head of Academic Development.

Ensuring Availability of Staff

As a small college, ICD takes a specific, ongoing, and proactive approach to ensuring adequate staffing availability, to ensure timely and high-quality delivery of all programmes. The college registrar confirms availability with all contract teaching staff prior to the commencement of each academic year.

Contingency Measures to Cater for Situations where a Tutor/Lecturer is not Available:

ICD is fortunate to have built long-term relationships with teaching staff, some of whom have been working at the institution since the founding of the institution almost 20 years ago. Staff turnover rates are particularly low at ICD, when compared with some other HEIs in Ireland. However, ICD has two contingency measures in place to cater for situation where a lecturer or tutor may be unavailable for any reason:

- Strategically, the Managing Director monitors staffing needs and staffing availability to ensure that there is a minimum of at least two academic staff who are competent to deliver each specific module. This is also essential for the purposes of second marking procedures.
- Even though it is very rare for a staff member to be unavailable, classes are typically rescheduled in the event of leave or absence. ICD has a policy of not cancelling classes. Postponed classes can also occur for various other reasons such as adverse weather conditions and weather alerts. As a small agile institution, we are efficient in our response to any changes of availability or circumstances and will always consult with any student cohorts affected to ensure that they are included in any decision making around moving class slots

Staff attendance at meetings:

ICD regularly has staff meetings (e.g. Academic Council, Programme Boards, Exam Boards), which are integral to ongoing review, improvement, and delivery of all programmes. Part-time staff are paid for all meetings attended.

4.3 Quality in Assessment: Designing Assessment Instruments, Moderating Assessment Instruments and Results

Greater detail on assessment strategies at ICD is provided in section 5.2 and its subsections. The present section specifically focuses on mechanisms used and principles followed to ensure quality in assessment.

All assessment instruments at ICD are typically devised by the relevant module lecturer, who is facilitated a high degree of autonomy to create assessments. The strategy in assessment brief (or exam paper) design at ICD is to ensure that assessment briefs (across the module as a whole) enable learners to demonstrate (provide evidence for) learning outcome achievement. Instructions provided to learners in assessment guidelines should use command verbs and general instructions that define learners' required tasks in a way that encourages learners to show high levels of achievement of the learning outcomes at the higher-grade levels, rather than simply encouraging a 'pass.'

Assessment instruments should be designed to follow the assessment strategy and assessment instruments described in the module descriptor first and foremost because "effective assessment is consistent with, supportive of, and derived from the intended programme and module learning outcomes" (QQI 2013b section 2.1.1). All module assessment instrument design should be carried out with due consideration for the role of the module, and its assessment instruments, in achievement of:

- Enabling learners to achieve (and demonstrate achievement of) programme-level learning outcomes. This takes account of the QQI (2013b section 2.1.1) assessment standards theme that "the provider should ensure that there are learning opportunities for the programme's intended learning outcomes (except those which are satisfied by prior learning)"
- External accreditation (e.g. ACCA exemptions resulting from an ICD student successfully completing a specific assessment in a specific module on a specific programme [as continuously monitored by ACCA])

The number of assessment elements in a module should follow the module descriptor as should the breakdown of the marks/percentage of grade apportioned to each assessment element. This can

sometimes entail a lecturer recommending the updating of a module descriptor to improve its assessment strategy as part of programmatic review, and where required, consultation with relevant external quality assurance and accreditation bodies such as QQI and/or ACCA, who provide validation and/or accreditation across ICD's programmes. Any module descriptor changes are subject to approval by Academic Council. The first point of contact for a lecturer in this regard is the Programme Director, with additional assistance available from the Head of Academic Development and the Registrar.

Assessment planning at the module level should follow the module descriptor and specifically take account of the learner work-load to ensure an appropriate work-load. This must also take account of assessment planning at the programme level, where "assessment should be planned and coordinated across modules and programmes" (QQI 2013b section 2.1.1). The responsibility for programme-level assessment planning is held by the respective programme board under the supervision and coordination of the respective Programme Director and the Registrar. The programme board contains the Programme Director and all lecturers involved with delivering and planning the programme. Consultation with the Registrar and other administration staff will be coordinated by the Programme Director with the specific goal of ensuring assessments create an appropriate work-load for learners across the programme. This means:

- Setting appropriately challenging assessment instruments to facilitate students to demonstrate learning outcomes. "The effort required of a learner to complete an assessment task should be proportional to the associated benefit to him or her" (QQI 2013b section 2.1.1)
- Ensuring the work-load is optimally distributed or sequenced across the semester and stage of programme such that learners can manage their work-load adequately.

Principles of Assessment at ICD:

All examiners and all staff involved in designing and moderating assessments have a duty to follow these principles of assessment, which are designed with reference to QQI (2013b) *Assessment and Standards* policy:

1. **Assessment instruments must be fair.** They must be inclusive recognising that “different people can have different learning needs, styles and approaches” (QQI 2013b section 2.1.1). Ideally, various assessment instrument types should be utilised across modules and programmes (e.g. verbal presentations, role play, examinations, Moodle quizzes, peer evaluated assessments, group assessments, individual assessments, written reports, research based assessments, reflective learning logs) in order to help learners with differing learning needs, styles, and approaches.
2. **Assessment instruments must be consistent.** “Consistency...does not require that particular outcomes must always be assessed in the same way from cohort to cohort, or from programme to programme” (QQI 2013b section 2.2.3). Ongoing module and programme reviewing facilitates changing and updating assessment instruments where beneficial, with key responsibility in this regard being shared by lecturers (who set assessments), the Programme Director, the Registrar, and the Head of Academic Development. These updates of assessment instruments follow QQI (2013b section 2.2.3) guidance that “consistency should never be used to justify stagnation...necessary change and evolution should be seen as compatible with consistency.” While updating assessment instruments between each module delivery is encouraged as part of module and programme review and development, within a specific module delivery instance, it is recommended that all learners should complete the same assessment instruments, wherever practical. The objective is to ensure that all learners have equal opportunity and platform to demonstrate learning outcome achievement. However, in order to achieve an inclusive educational platform, alternative arrangements can be made by assessment designers (e.g. module lecturers) to accommodate different learning needs. Any such alternative arrangements should be agreed between the module lecturer (examiner), the second marker (internal verifier), and the Programme Director. Students are encouraged to contact lecturers at any time to discuss any specific learning needs they may have that may qualify them for alternative assessment arrangements. ICD follows QQI (2013b section 2.2.10), which states that “some learners with disabilities may be unable to demonstrate their achievement of the intended learning outcomes through conventional assessment tasks...reasonable accommodations will therefore need to be made to deal with issues that would otherwise prevent such learners from demonstrating their achievement.” These reasonable accommodations are defined by QQI (ibid) as follows: “adapting the assessment approach, not with diluting the standard of learning to be attained, interfering with or amending the intended learning outcomes.

Assessments which involve reasonable accommodations should be consistent with those which do not.”

- 3. Assessors must “have the necessary competence” and expertise to set and grade assessments** (QQI 2013b section 2.1.1). The Programme Director and Registrar hold the responsibility to ensure that assessors are competent. The key competence in this regard is the assessor’s competence to devise and grade assessments that enable learners to demonstrate the module and programme level learning outcomes. “Assessors should only be requested to assess learning outcomes which they are competent to assess” (QQI 2013b section 2.2.7). Assessors are responsible for ensuring they “have a deep understanding of the programme assessment strategy, as well as the module assessment strategies for the modules directly involving them” (ibid).
- 4. Assessors must declare any “conflict of interest (actual or potential, real or apparent) if he or she were to act as an assessor in a particular situation [and] should neither act nor be required to act as an assessor in that situation”** (QQI 2013b section 2.1.1)
- 5. Assessment instrument design, setting and grading must be objective and transparent.** This requires all final examinations to be anonymously marked (i.e. the student name is not contained on the exam script) and double marked (internal verification). Assessment setting also requires internal verification of assessment briefs and examinations. Final examination papers (and questions) are also externally assessed by the External Examiner, before being approved. Assessment briefs and exam papers are also subject to ACCA approval for the purposes of ACCA exemptions, where relevant. A sample of all graded assessments is also subject to approval by an internal verifier (second marker) and the External Examiner. All grades are subject to approval by the Examination Board. The overarching objective of all first marking, second marking (internal verification), and External Examiner assessment is to ensure consistency; that “comparable performance levels should be reflected in comparable grades” (QQI 2013b section 2.2.3). “Consistency should apply within a programme, an institution, within a discipline or professional field. It should also apply between institutions, and be applicable nationally, across borders (where appropriate), across time and across the whole population of learners” (QQI 2013b section 2.2.3). Consistency extends to ensuring that assessments are devised to capture learning outcome demonstration evidence at the correct National Framework for Qualifications level of the award (e.g. Level 8, Level 9). Internal and external verification of assessment instruments and grades enables ICD to ensure consistency.

- 6. Assessment of learning must be transparent.** Learners must be informed about how and why they are assessed (QQI 2013b). The intended programme and module learning outcomes must be plainly written and communicated at the start of the programme to the learners and to all those involved with teaching and assessment (QQI 2013b). At ICD, all modules have a Moodle page for all students enrolled on that module, which contains the module descriptor and details of the assessment instruments for the module.
- 7. Assessments must be devised to incorporate formative and summative feedback mechanisms.** Learners should receive feedback in a timely manner and have the opportunity to seek feedback, for assessment grading rechecks, reviews, and appeals, by request.
- 8. Learners must be made aware of (and follow) assessment and examination regulations.** It is the responsibility of the student to make themselves aware of these regulations. It is the responsibility of ICD and its staff to communicate these regulations to the students in a variety of ways. Students receive a copy of the examination and assessment regulations as part of their registration, in the student handbook, as part of the mandatory induction module, and via the ICD Moodle system. In keeping with QQI's (2013b section 2.1.1) guidance that "they should be reminded of these...assessment regulations on a regular basis," ICD also recirculates the regulations in the weeks before all end of semester examinations. ICD also prints excerpts from these regulations, as appropriate, and places them in public view in communal areas such as corridors, for learners' information. Exam invigilators are continuously trained and updated, under the supervision of the Registrar, to ensure they are aware of examination regulations. Exam invigilators communicate specific regulations to students at exam venues as appropriate.
- 9. Assessment strategies across modules on a programme must be coordinated.** Programme Directors use Programme Board meetings at the start of every semester to plan (with the lecturers/assessors) the schedule, nature, and sequence of assessments to ensure that "programmes and their constituent modules...include sufficient (but not excessive), timely, diverse and fit-for-purpose assessment tasks that: encourage effective learning...and measure progress towards the attainment of the intended programme learning outcomes" (QQI 2013b section 2.2.5).
- 10. Learners should be involved in the periodic review of assessment procedures** (QQI 2013b). "Learners can be involved in the design of some assessment tasks and criteria, where this would not lead to any conflicts of interest" (QQI 2013b). Where practical, at ICD, learners are included in assessment decision-making and planning. At ICD, lecturers and assessment setters, where practical, consult with students on modules to ensure they are aware of the

assessment strategy and also to include students in decision-making (e.g. lecturers consult students regarding sequencing of assessment submission date schedules across the programme to ensure students are satisfied with assessment planning and sequencing and to ensure students are included in work-load planning). Academic Council analyses student feedback on programmes through receiving reports/findings of the Registrar's analysis of student feedback surveys and through consultations with the Student Representative Committee via student representation on the Academic Council. This enables Academic Council to communicate student-informed assessment planning guidelines to all assessors via quality assurance policy updates and via guidance to Programme Directors. Qualitative lecturer feedback surveys are also carried out by Programme Directors who report findings to the Academic Council. These feedback surveys enable lecturers to inform Programme Directors of how modules, including their assessment strategies, may be improved. This lecturer feedback mechanism also enables lecturers to relay feedback from students on assessment strategies, as received over the course of (and as a result of) specific module deliveries.

ICD has established procedures in place for the internal and external moderation and verification of assessment instruments (briefs), results, and student attainment. These are detailed in the subsections below.

4.3.1 Internal Moderation:

Internal moderation is coordinated by Programme Directors, the college Registrar, and the college's administrative staff and typically involves reviewing lecturer's assessment methods and decisions to ensure that they are reliable, consistent, fair, and in keeping with their module's intended learning outcomes.

Internal verification sampling and reporting:

A sample of work from each module is used as evidence during this process. The college's administrative staff will also check sample scripts and broadsheets for calculation errors and other mistakes. At this stage, it will also be checked that lecturers are providing sufficiently detailed and appropriate feedback to learners. After confirming the accuracy of assessment results, and identifying errors and taking corrective action, an internal verification report will then be prepared by the relevant Programme Director and college Registrar and made available to all external examiners, programme team members and Academic Council.

External Examiner assessment of internally verified samples:

Following this (above), samples of each assessment task – accompanied by module descriptors and marking rubrics - will be provided to a panel of suitably qualified external examiners who will independently assess the fairness and consistency with which marks have been awarded to learners, as well as the intrinsic validity of the programme's assessment strategy. In addition to formally reporting their findings and recommendations to ICD, external examiners will also be invited to provide advice and guidance to the programme team and to comment on the design of the programme, its assessment strategy, and its constituent modules and syllabi. ICD is particularly keen to ensure that the programme team will benefit from verbal and written, and formal and informal feedback from its external examiners. Greater detail on External Examiner assessment at ICD is provided in section 4.4 (and its subsections) of the ICD QA policy.

Policy on Second Marking (Internal Verification) at ICD:

By default, the second marker for all modules is the Programme Director (of the programme on which the module runs). In specific cases, the Programme Director may nominate an alternative second marker for specific modules (e.g. due to areas of expertise).

See below for purpose and process of second marking (internal verification).

Purpose of Second Marking (Internal Verification):

- To ensure:
 - Assessment briefs and grades are at the correct NFQ award level (e.g. Level 8, Level 9) and award classification (e.g. first class honours)
 - Assessment briefs enable and encourage learners to achieve, and demonstrate (provide evidence for) achievement of, module learning outcomes
 - Grades/grading are/is fair and consistent

Process of second marking (internal verification):

Second marking (internal verification) at ICD takes two forms:

Stage 1: Internal verification of assessment briefs (review of draft assessment tasks) (using Form 101 [see Appendix 4.3.1a] and referring to this policy)

Stage 2: Internal verification (second marking) of assessment grades (using Form 102 [see Appendix 4.3.1b] and referring to this policy)

Stage 1:

- Internal verification of assessment briefs requires the first marker (e.g. lecturer) to provide a draft of all assessment briefs (e.g. coursework briefs AND final examination papers) to the assigned internal verifier (second marker) for the module. Grading/marking schemes/rubrics must also be provided for all assessment elements

- The second marker (internal verifier) reviews the briefs and feeds back to the first marker (e.g. lecturer) using Form 101
- Form 101 must be completed and stored securely to provide documentary evidence of stage completion
- After internal verification of assessment briefs, final exam papers (only) also require External Examiner approval
- Internal verification (and External Examiner approval of final exam papers) must be confirmed before all assessment briefs are released to students

Notes on Stage 1:

QQI Assessments and Standards (Revised 2013b) Guidelines:

[available here
https://www.qqi.ie/Publications/Publications/Assessment_and_Standards%20Revised%202013.pdf]

Extract from section 2.2.5 of above guidelines:

“Assessment tasks and criteria, arrangements, model answers and grading schemes are reviewed internally (and externally where appropriate) prior to use.

It is good practice for all assessment tasks to be reviewed internally where possible, and otherwise externally.

High-stake assessment tasks (e.g. examination papers), model responses and grading schemes should normally be reviewed independently of their authors, including by the external examiners.”

Extract from section 4.6.1 of above guidelines:

“Internal review of draft assessment tasks:

A criterion-referenced grading scheme should be produced for each assessment task.

Draft summative assessment tasks (such as draft examination papers and continuous assessment work and, where used, alternative assessment for the purpose of recognising prior learning etc.) and grading schemes for all stages of assessment should be internally reviewed”

Stage 2:

- Must be completed after grading an assessment element (e.g. all assignments)
- This can be completed at the end of the module (i.e. when all assessment elements have been graded)
- Requires the first marker (e.g. module lecturer) to submit a sample of graded assessments (e.g. coursework AND final examinations) to the second marker (internal verifier)
- The second marker will review the sample to ensure marking is fair, consistent, and at the correct level
- The second marker should focus on whether grades are at the correct level in terms of grade classification (e.g. Level 8, First Class Honours [70%+]; OR Level 8 2.1 [60-69%]). The second marker should NOT advise grade changes within bands (e.g. increasing a grade from 61% to 63% or vice versa). The second marker may advise a grade band change (e.g. changing a grade from 60s to 50s) but such changes must happen across the entire cohort [individual grade changes are strongly discouraged in the absence of entire cohort grade changes].
- Must be completed before graded assessments are sampled for assessment by the External Examiner
- Form 102 must be completed and submitted with the assessment sample pack to be made available for assessment by the External Examiner
- The sample pack reviewed by the second marker (internal verifier) should be identical to the sample pack reviewed by the External Examiner (excepting special circumstances)

Notes on Stage 2:

QQI Assessments and Standards (Revised 2013b) Guidelines:

[available here
https://www.qqi.ie/Publications/Publications/Assessment_and_Standards%20Revised%202013.pdf]

Extract from section 2.2.8 of above guidelines:

“Student assessment procedures are expected to not, where possible, rely on the judgements of single examiners”

Extract from section 2.2.12 of above guidelines:

“Student assessment procedures are expected to be subject to administrative verification checks to ensure the accuracy of the procedures”

Extract from section 2.2.13 of above guidelines:

“Records are maintained to facilitate monitoring and reviews”

4.3.2 Security in Assessment

The registrar ensures security in assessment procedures are followed and updated as appropriate. All examination scripts are stored in a secure, locked location, that is controlled by the Registrar. Records are stored securely by the Registrar.

As per QQI (2013b) guidelines, all assessments at ICD are handled confidentially. Staff do not share learner results/grades with parties other than the student themselves. Sharing of learner grades internally among staff is standard process as a part of second marking (internal verification), examination board meetings (where grades are approved), and other administrative tasks related to collecting and distributing grades (to students). The Moodle system provides a facility for staff to distribute **provisional grades** to students individually, confidentially, where appropriate, but **official grades** are distributed to students by the Registrar. External Examiners are informed of grades as part of external assessment and examination board meetings.

Unseen examinations are created by individual lecturers pending approval of the second marker and the External Examiner, with this process coordinated by the Registrar and Programme Director. Internal sharing of unseen examination papers and solutions involves password protecting digital documents.

The Registrar and Administrative office staff (under the supervision of the Registrar) coordinate the secure printing and distribution of examination papers. A key duty of examination invigilators is to ensure that unseen exam papers are not seen by any student until the examination begins, at which time all exam candidates are instructed to begin to read their exam paper at the same time, to ensure all students have equal opportunity to attempt the assessment instrument to demonstrate their learning outcome achievement.

Assessment results are permanently archived and protected by the Registrar. The Registrar has overall responsibility for maintaining records relating to learner assessments, as per QQI (2013b) guidelines. Records relating to summative assessment results are permanently and securely retained, whether an award has been recommended or not.

Assessment attempts submitted by learners are recorded in the following ways:

- All attendees at examinations or in-class tests (e.g. paper exams, or presentations) must sign an attendance sheet and display their student card to verify their identity
- Where practical, students will submit copies of assessment submissions via Moodle
- Physical (e.g. paper) copies of assessment attempts are, where practical, submitted directly to either:
 - o The lecturer/assessor, who records submissions
 - o Or the administration office who securely store submissions and take students' signatures as records of submission

4.3.3 The Conduct of Assessment and Examinations

Assessments and examinations at ICD are subject to the policies located in section 5.2, and subsections, of the present document. The conduct of examinations is supervised and coordinated by the Registrar in conjunction with the administration office at ICD and examination invigilators.

4.3.3.1 Programme-level Management of Assessment

As per QQI (2013b) guidelines, the Registrar and Administrative office staff (under the supervision of the Registrar) coordinate examinations in the following ways:

- the secure printing and distribution of examination papers
- coordinating, preparing, and resourcing venues for assessments
- organising and training invigilators
- collecting scripts from venues and recording their collection (in coordination with invigilators)
- coordinating grading processes
- maintaining records of attendance at examinations (and in classes/lectures)
- make all reasonable arrangements for learners requiring special accommodation (in examinations and throughout their learning experience at ICD)
- securely transfer scripts to assessors who must count and sign for all assessments in the company of an administrative staff member, on receipt and return of assessments to the administration staff who ensure the exam scripts are stored securely. This includes all examinations being graded on ICD premises only

The Registrar and respective Programme Director(s) for each programme carry out the following functions, as described by QQI (2013b section 4.6) *Assessment and Standards* guidelines:

- **Ensure that assessment procedures accord with QQI (2013b) *Assessment and Standards* guidelines and foundations/principles** through coordinating assessments across each programme in conjunction with respective lecturers/assessors. This includes planning assessments, ensuring effectiveness of assessments, sequencing of assessments, and assessment work-load analysis. The effectiveness of assessments refers to the effectiveness of the assessment to facilitate learners to demonstrate achievement of module and

programme learning outcomes in a manner that allocates, to learners, a sufficient and appropriate workload. The effectiveness of assessments is a direct output from how accurately assessment requirements are designed to test specific module and programme learning outcomes through criterion-referenced assessments of specific learning outcomes. Effective assessment supports are also provided to students through ongoing formative feedback on learners' assessment planning and attempts, along with summative assessment feedback, with assessments being seen as assessment of learning (summative) and assessment for learning (formative). Please see section 4.3 of ICD's QA document for greater detail on the principles of assessment at ICD.

- **Ensure that programme boards and assessors discharge their assessment functions professionally.** A programme board at ICD contains the Programme Director and the teaching staff on that programme. Programme board meetings take place every semester to plan delivery of the programme and to plan assessments (including sequencing and workload management) and to discuss any issues pertaining to the programme (e.g. the semester one 2019-2020 addition of a mandatory induction module). The Registrar liaises with the Programme Director and lecturers as appropriate to provide supervisory coordination at the programme level (e.g. coordinating activities across stages of programmes and across programmes, including matters such as timetabling and resourcing). Programme Boards report to the Programme Development Committee and the Academic Council, with primary responsibility for reporting allocated to the Programme Director(s).
- **Monitor programme assessment findings, making national and international comparisons and diagnosing problems, followed by taking appropriate remedial action to address the causes of the problems (and not just the symptoms) and confirming that the actions have had their intended effect.** Monitoring assessment findings entails receiving quantitative (student grades; student feedback surveys) and qualitative data (student feedback surveys; lecturer feedback surveys) on student performance in assessments and the overall effectiveness of assessment instruments, and the overall effectiveness of teaching and learning supports and strategies at ICD. Feedback on assessment findings and effectiveness (of assessments and their supports) is also reported at Examination Board meetings and at Academic Council. An example of a problem diagnosed at ICD relates to plagiarism. In recent years, ICD examiners have become concerned about plagiarism as a growing problem across the higher education sector, but one that we, at ICD, are not willing to take a laissez-faire attitude towards. In 2019, ICD formally approached QQI to discuss the matter and received feedback that plagiarism is a national and international problem. ICD, of its own volition,

decided to create a mandatory academic skills (and academic integrity) module to be used across all programmes, approached QQI for approval, received approval, and is now (August 2019) designing that module. This initiative is designed to improve the effectiveness of assessment supports and includes continuous work done by the Head of Academic Development under the supervision of the Head of Quality Assurance, Registrar, and respective Programme Director(s) in order to inform and train students with regard to academic integrity (e.g. shunning plagiarism) and other general academic skills (as achieved by the induction module described elsewhere in the QA document; as also achieved by continuous academic skills/writing sessions at ICD about citation and referencing, how to complete specific types of assessments; also achieved by English language supports and training, where appropriate). ICD has already 2017-2019 been increasing student awareness of plagiarism prevention through increased citation and referencing classes and has already increased plagiarism detection rates. This action is already (summer 2019) beginning to have its intended effect with plagiarism issues reducing. However, the process continues with the objective of reducing incidents of plagiarism to their minimum. This is a problem across higher education but is also one that ICD is determined to solve. The Urkund system is being rolled out at ICD as an added support both for learners (e.g. self-plagiarism checking and reports) and to assessors/lecturers.

- **Prepare the information required by boards of examiners.** At ICD, the Registrar coordinates the preparation and distribution of information required by examination board meetings, in conjunction with the Programme Director(s), lecturers/assessors, and External Examiners, as is described in the next section of the QA document

4.3.4 Exam board meetings and future practice

Examination Board meetings are an essential quality assurance mechanism. Examination Boards at ICD and the overall grade and award classifications system follows best practice guidelines, as defined by QQI (2013b) *Assessment and Standards Guidelines*.

In advance of Examination Board meetings, all second marking (internal verification) should be completed between the first and second marker for every module, under the coordination of the Programme Director(s) and the Registrar. The Registrar is sent all grades (and related information) by all lecturers (first markers) in advance of the Examination Board. A sample of the completed assessments is provided to the External Examiner(s) for their perusal, as distributed by the Registrar, in advance of, or at, the Examination Board meeting.

At the Exam Board meeting, Programme Directors and module lecturers (assessors) discuss grades achieved for learners in respective modules on respective programmes in conjunction with External Examiners. The Registrar is the Chair and coordinator of exam board meetings. All assessors on a programme are invited to discuss and deliberate on all grades for all students on all modules presented at the Examination Board and will make decisions, as required, regarding final grades and award classifications as necessary. Differing opinions on proposed outcomes should be settled using votes to achieve majority consensus on decisions, but unanimity is not required. ICD places high priority on the views of External Examiners, as independent members of the board, and will take feedback and advice from the External Examiner as a key decision maker regarding grades, award classifications, assessment strategies, conduct of exam boards, the teaching and learning environment at ICD, and quality assurance policies and infrastructure. However, decisions made at the Examination Board meeting must be made by consensus (the consensus of all members of the Examination Board meeting). This can require a vote on specific items/decisions. In the event of an irresolvable disagreement between the examination board members (e.g. internal assessors on a programme) and the External Examiner, the examination board members' consensus decision is final, as per QQI (2013b section 4.8.7) guidelines. Such disagreements must be recorded in the minutes of the meeting. As an extension of this point, ICD Examination Boards place a high regard on the input of the specific assessor (i.e. first marker [module lecturer]) as the most knowledgeable exam board member in a specific case of a module grade or assessment element grade. Exam Board attendees are advised strongly to respect first markers, allowing the presentation of their knowledge

of assessment submissions, grades, or other information relating to a specific grade they have provided for deliberation. First markers should not be in any way discounted or disregarded in discussions of grades, as a matter of professionalism and to ensure the most knowledgeable exam board member (in a specific case) is provided an equal platform to provide a rationale for a grade. First markers are to be consulted (provided they are present). However, first markers must also hear the deliberations of the other Exam Board members respectfully and be open to accepting votes on any grades.

The key objective of decisions made at the Examination Board meetings is to ensure fairness, objectivity, confidentiality, transparency and consistency as per QQI's (2013b section 2.2.3) guidance that "consistency extends to the use of assessment findings in decision-making...it includes decisions by boards of examiners concerning awards, grades and (if applicable) entitlement to credit or access, transfer or progression."

External examiners will visit the college at the time of examination board meetings and/or at any such times as may be determined by the college in consultation with external examiners. Where an External Examiner cannot attend, they must inform the college Registrar and make necessary arrangements to ensure they assess relevant materials. A schedule of outputs and meetings will be agreed between the college and external examiner(s) for each academic year. External Examiners are invited to make recommendations regarding modules, programmes, grades, assessment instruments, and on any other matters they see fit. Where External Examiners identify any significant issues with the grading practices in a particular module, they are encouraged to share this information at the exam board (and in their full report). External Examiners are invited to propose adjustments to grades for a group of students as a whole, as they see fit, and are requested to share this information with internal examiners before or at the Examination Board Meeting.

All assessors (internal and External Examiners) sign respective broadsheets after all deliberations and decisions relating to said broadsheet are concluded. Signing the broadsheet records approval of grades and decisions relating to these grades. However, if disagreements occur at the Examination Board meeting, it should be recorded in the minutes of the meeting.

The meeting will have assigned minute takers and the outcomes of the examination board meeting are reported to and discussed by the Academic Council as appropriate. The proceedings and deliberations of Examination Board meetings is strictly confidential, excepting legitimate reporting requirements (QQI 2013b section 4.8.3). Academic Council ensures that Examination Board meetings contribute to quality assurance through both:

- Acting with authority to make deliberative decisions regarding summative assessments (e.g. grades and award classifications) regarding all learners presented at the board meeting
- Reporting outcomes of the meeting to the Academic Council to include analysis of progression, failure, and completion rates and more specific analysis of beneficial changes that should be considered, whether this relates to assessment strategies, programme delivery strategies, or any other quality assurance infrastructure or policy that may need to be updated or changed to improve the overall teaching, learning, and assessment environment, most specifically for learners' learning outcome achievement and learner welfare

4.4 ICD's External Examination Policy

ICD appoints appropriately qualified panels of external examiners to provide impartial, independent advice and informed comment on every aspect of the college's assessment practices, programme design, and academic standards. This section details the college's external examination policies, criteria for appointments, nomination process, the external examiner's role and scope of responsibility, the reporting process, and procedures for terminating examinerships.

- External examiners can be nominated by the college Registrar but must be approved by the Academic Council.
- The college will ensure that all appointed external examiners are suitably qualified and have the disciplinary knowledge, experience, and authority necessary to fulfil the responsibilities of the role
- The external examining process will always be managed by ICD in a spirit of openness and transparency.
- To ensure the independence of appointees, and to avoid conflicts of interest, ICD will not appoint examiners who have recent or past relationships with the college. Where potential conflicts of interest do arise, these must be resolved before any appointment is made.
- The college will appoint a team of external examiners that meets the needs of each programme in terms of specialisation.
- The college's Academic Council will be responsible for outlining the competences required of external examiners, evaluating the suitability of proposed appointees, and approving appointments.
- In keeping with precept 1.6 of QQI's 'Effective Practice Guidelines for External Examining' (2015), all external examiners' terms of appointment should be sufficiently long to allow them to assess trends, and sufficiently short to provide diversity and maintain the required level of independence. ICD follows the QQI-stated norm of a three-year term of appointment. In exceptional cases External Examiner tenure may be extended from 3 up to a maximum of 5 years in total, but only by agreement of the Academic Council, and with a specific rationale.
- All appointed external examiners will sign a formal agreement with the college which outlines the expectations and responsibilities of both the provider and the examiner.
- The college must clearly communicate and agree the purview, or scope of operation, of the external examiner from the outset of any new appointment. Further to this, external examiners must always be permitted to offer any additional comment that is not already covered in this scope of operation.

- The college Registrar is responsible for communicating examination schedules, reporting processes, and time-frames to appointed external examiners.
- External examiners will visit the college at the time of examination board meetings and/or at any such times as may be determined by the college in consultation with external examiners.
- All members of academic staff must be made fully aware of the purpose and nature of the external examination process. Where new staff members are hired, a unit on external examining must be included in their induction training.
- It is essential that external examiners be provided with all of the information required for the effective performance of their functions, and that any additional request for information be responded to fully and in a timely fashion.
- External examiners will be provided with drafts of examinations and major assessments—including solutions and marking rubrics - twice per annum.
- All assessments or examinations submitted to the external examiner(s) must be accompanied by module and programme assessment strategies, marking schemes/rubrics, and any other pertinent documentation. Where this information is not fully furnished by a lecturer, it is the responsibility of the college Registrar and relevant Programme Director to address this.
- External Examiners report to the Registrar and are expected to attend and deliberate at Examination Board meetings
- The results of all external examiners' reports must be fully and seriously considered by the college, and communicated to all lecturers by its Academic Council and Registrar. Due consideration must be given to all of the comments, proposed adjustments, and other matters recommended by external examiners.
- The Academic Council will ensure that key recommendations made by external examiners are systematically addressed and integrated into the college's quality assurance processes.
- The Academic Council is responsible for implementing any changes in programme design or assessment strategy recommended by the external examiners' report, notifying external examiners of any recommendations followed, and revising the college's external examination policy when necessary. Actions arising from examiners' reports must be recorded and communicated as appropriate.
- External examiner's reports must be securely retained by the college.

4.4.1 Guidelines for the nomination of External Examiners

Examiner Attributes/Criteria for Appointment:

- External examiners must have academic qualifications and/or professional qualifications/experience appropriate to the programme/modules being examined.
- External Examiners must have at least five years of relevant academic or professional experience.
- Ideally, they should have several years' experience of lecturing, assessing student work, setting exams, and moderating results at appropriate NFQ levels.
- If the candidate has no external examining experience, they will be expected to have several years' worth of internal examining or other relevant experience.
- It is desirable that External Examiners have several years' worth of experience in programme design.
- The candidate must have no close past relationship with ICD either as a member of staff, student, examiner, or partner. They must also have no personal relationship with any current or past member of ICD's staff.
- There should be no reciprocal external examining relationship between the candidate's employing faculty/school/department and ICD.
- An external examiner must be able to devote sufficient time to their duties, and so must not hold more than two concurrent external examinerships with other institutions.

The Nomination Process

- Overall responsibility for the identification and nomination of external examiners rests with the college registrar, working with academic staff.
- The college may periodically seek recommendations for nominations from the Academic Council.
- The Registrar and college Director may also nominate persons to act as external examiners.
- The registrar will engage with any proposed examiner to seek their consent and provide information about the external examiner's role and scope of responsibility.
- At this stage, the registrar and nominee are responsible for identifying/declaring any conflict of interest with the college.

- The registrar must further confirm that the nominee meets all of the criteria for appointment specified in the college's QA framework.
- The Academic Council has overall responsibility for approving the appointment of persons to act as external examiners.
- Where the nomination/approval process does not align with the schedule of Academic Council meetings, an extraordinary committee will be convened for the purpose of approval.
- Where it is determined that a nominee does not meet the college's criteria for appointment, the Academic Council can reject an appointment and request further information through the registrar.
- Following the approval of a nomination by the Academic Council, the Registrar's will issue a letter of appointment to the external examiner. This will be accompanied by an acceptance form - to be signed by the nominee – as well as a document outlining the role of the external examiner, their scope of responsibility, reporting relationships, termination of contract procedures, and a conflict of interest declaration.
- Appointed External Examiners will be asked to take part in an induction process in which matters such as the college's mission, external examining policy, overall programme structures, assessment strategies, and grading system will be explained.

4.4.2 The External Examiner's Role

- The primary role of external examiners at ICD is one of quality assurance, the confirmation of standards, the moderation of marking, and the appraisal of assessment methods.
- External examiners are appointed, more generally, to provide impartial, independent advice and informed comment on every aspect of the college's assessment practices.
- External examiners will visit the college at the time of examination board meetings and/or at any such times as may be determined by the college in consultation with the external examiner. Where an examiner cannot attend, they must inform the college Registrar and make necessary arrangements to ensure they assess relevant materials. A schedule of outputs and meetings will be agreed between the college and external examiner(s) for each academic year.
- External examiners are encouraged to evaluate and provide feedback on the fit between assessment methods, module design, and intended learning outcomes.
- ICD will send drafts examination papers and major assessments – including solutions and marking rubrics – to examiners twice per year. External Examiners will then review these and provide feedback as they see fit.
- External Examiners are asked to pay particular attention to the reliability and validity of each programme's assessment procedures.
- External Examiners will be expected to make comparisons between learners' attainments on ICD's programmes and that of similar programmes on the NFQ.
- External Examiners should be confident that expected learning outcomes have been articulated precisely for each module and assessment, and that students' relative achievement of these has been clearly documented and fairly and consistently judged.
- External Examiners may comment on individual student, module, or programme performance as they deem necessary.
- External Examiners may request to meet with individual learners and lecturers.
- External Examiners may suggest adjustments to any grades proposed by the internal examiner.
- At the award stage, external examiners are responsible for ensuring that learners have attained the standard that is certified by their qualification in the context of the National Framework of Qualifications.
- External Examiners may be asked to consider so-called 'borderline cases', and where necessary, to arbitrate between first and second markers on individual grades/propose adjustments to grades.

- External Examiners will be provided with module and stage broadsheets and asked to review the proposed results for each. Where they identify any significant issues with the grading practices in a particular module, they are encouraged to share this information at the exam board (and in their full report).
- External Examiners may propose adjustments to the grades for a group of students as a whole, but shall consult with the internal examiner and registrar in advance of the meeting of the exam board. While all dissenting opinions must be respected, efforts should be made to achieve consensus in relation to such proposed amendments.
- The external examiner shall sign the broadsheet of results for each programme, indicating their approval.

4.4.3 Information provided to Examiners

- Appointed External Examiners will be asked to take part in an induction process in which matters such as the college's mission, external examining policy, overall programme structures, assessment strategies, and grading system will be explained.
- External Examiners will be sent draft examination papers and major assessments – including solutions and marking rubrics – for review, twice per year.
- It is essential that external examiners be provided with all of the information required for the performance of their functions. Any request for additional information must be dealt with in a timely and transparent manner by ICD's registrar and administrative staff.
- External Examiners should ensure that all assessments are accompanied by contextualising documents such as assessment briefs, module outlines, marking schemes/ rubrics, model answers, and any other pertinent information.
- For each module, External Examiners will be provided with a representative sample of student work (e.g. assessments or exam scripts) across grade bands. However, at any time the External Examiner can request to see all of the student work for any module and to select their own sample.
- External examiners must be provided with broadsheets for each module
- For assessment tasks that have been completed in Moodle, the External Examiner has a right to request access to the module from ICD (where they feel that sufficient documentation has not been provided).
- External Examiners will be provided with a copy of the programme manual, most recent validation report, and teaching and learning strategy for each programme.

4.4.4 External Examiner Reporting

- External examiners are responsible for reporting any significant proposed adjustment to the registrar in advance of the exam board meeting.
- External Examiners are encouraged to provide verbal feedback on any matter they deem relevant at examination boards. Examiners may also request to meet with, and provide feedback to, individual lecturers and programme directors as they see fit.
- The external examiner(s) shall submit a full report, to be sent electronically to the college registrar, within four weeks of the visit to ICD. The report will be completed on the approved ICD *pro forma*.
- The external examiner(s) may submit a separate written report to the registrar on such matters as they deem appropriate, and may request that such reports are treated confidentially.
- On the completion of their term of appointment, External Examiners are invited to submit a final report to the college registrar.
- The college reserves the right to withhold any External Examiner's fees and associated expenses subject to the completion of the final report.

The external examiners' report will be expected to address the following:

- A full outline of the evidence considered by External Examiners, including assessment materials, programme documents, and meetings with academic staff, learners, and others. Where information requested was not provided, or not provided in a timely manner, this should be indicated.
- External Examiners will indicate whether or not they believe that the threshold standards set for each module/award are appropriate.
- An evaluation of the appropriateness of each programme/module's minimum intended learning outcomes, having regard to the relevant award standards on the NFQ.
- The External Examiners' perspectives on the actual attainment of learners.
- External Examiner's general opinion on the quality of the programme, citing strengths, weaknesses, and areas for improvement.
- The quality and appropriateness of assessment instruments, including grading schemes/marketing rubrics (and their consistency across modules).

- External Examiner's evaluation of the fairness and consistency with which learners have been assessed (both in relation to other students on the same programme, and in other higher education institutions nationally)
- Appropriate national and international comparisons and benchmarking.
- External Examiners are encouraged to identify areas of good practice.
- Where appropriate, External Examiners should indicate whether or not any professional body requirements for a module/award have been met (such as in relation to ACCA exemptions).
- Commentary on the college's external examination processes – including the conduct of exam boards - and any recommendations for improvement.
- Where applicable, External Examiners should provide commentary on the college's efforts to respond to any recommendations made in previous years' reports.
- Feedback on the integration of Moodle (the college's learning environment) into modules and assessments.
- Commentary on the adequacy of curriculum, course materials, reading lists, and resourcing
- Any other matters or substantial concerns that examiners see fit to include.

ICD is currently in the process of development a new *pro forma* for the external examiner's report. This will be based on the template provided by QQI in *Effective Practice Guidelines for External Examining Revised 2015*.

4.4.5 External Examiner Conflicts of Interest

- The external examiner must declare any circumstances which may constitute a conflict of interest with the college in their role as external examiner.
- Where undeclared conflicts of interest are discovered, ICD reserves the right to dismiss the examiner.
- External examiners cannot be dismissed without the approval of the college's Academic Council. This process must be initiated by the college Registrar, who is responsible for notifying the examiner of same.

4.4.6 Termination of External Examiner Contract

- Should it prove necessary to terminate a contract of employment with an external examiner, the college registrar must recommend termination to the Academic Council for approval. This recommendation must be accompanied by a detailed account of the reasons for the proposed termination.
- The registrar is responsible for notifying external examiners, in writing, of an approved contract termination.

Appendix 4.1.1: Reference Table of QA Infrastructure at ICD

QA Infrastructure (What)	QA Instrument (How)	Who Initiates (responsible for action)	Who Implements	Who Contributes / Participates	When	Reports of Outcome(s) Delivered to (Who)	Key Outcome Objective(s)	Key Outcome Owner(s) (Who Acts on Outcomes)
Academic Council	Academic Council Meetings	Director of Academic Affairs (or Chair of Academic Council if different)	Academic Council Secretary coordinates meetings, collates agenda, convenes meetings, and invites attendees in collaboration with Chair of Academic Council and Head of Academic Development	Council Chair, Director of Academic Affairs, Council Secretary, Registrar, Head of Academic Development, Head of Quality Assurance, Programme Directors, College Librarian, Faculty Members (elected lecturer representatives), External Council Member. Representatives of Academic Council sub-committees. Elected Student Representation is present at no less than one meeting per year	Three meetings per academic year: 1. Prior to autumn semester; 2. Prior to spring semester; 3. After conclusion of college's end of academic year exam board	To governing body as appropriate. Minutes of meetings distributed to all staff via college document store (online). To elected student representative members of Academic Council as appropriate	Quality assurance, planning, coordination, development and oversight of all academic matters at ICD. An autonomous body that acts, as much as possible, independently of (while still taking prudent regard for) commercial considerations	Chair of Academic Council and Director of Academic Affairs (if different). Academic council sub-committees as appropriate. Governing Body, as appropriate, e.g. assessing business cases for existing/new programmes, and resourcing requirements

QA Infrastructure (What)	QA Instrument (How)	Who Initiates (responsible for action)	Who Implements	Who Contributes / Participates	When	Reports of Outcome(s) Delivered to (Who)	Key Outcome Objective(s)	Key Outcome Owner(s) (Who Acts on Outcomes)
Admissions services	Administration office	Prospective or transferring or progressing students	Admin staff	Registrar	During opening hours	Registrar & Academic Council	Enable and fully inform all prospective (and progressing) students about programmes, access requirements, completion requirements and progression routes	Registrar
Elected Student Representative Members of Academic Council	Student Representative Committee (SRC) elects at least one member per programme to sit at Academic Council meetings	Head of Academic Development	SRC	SRC members elect one SRC member per programme to also sit at the Academic Council	At least once per every two academic years but ad-hoc elections will occur when/if positions are vacated	SRC, Head of Academic Development & Academic Council	Student representatives sit on Academic Council to represent student needs/welfare and voice/feedback to be included in ongoing programme, module, and broader QA reviews	Student representative members of Academic Council, Academic Council, Director of Academic Affairs

QA Infrastructure (What)	QA Instrument (How)	Who Initiates (responsible for action)	Who Implements	Who Contributes / Participates	When	Reports of Outcome(s) Delivered to (Who)	Key Outcome Objective(s)	Key Outcome Owner(s) (Who Acts on Outcomes)
Elected Student Representatives	Students elect one representative (or more) at each stage on every programme	Head of Academic Development	Programme Director(s)	Students	First weeks of every programme stage	<p>Student representatives report to Student Representative Committee (SRC).</p> <p>Monitoring & ensuring student representatives are in place is carried out by, and reported by Programme Director(s) to Academic Council</p>	<p>Student representatives gather student feedback and represent student welfare and provide representation to students, where requested, as part of appeals, complaints, academic misconduct, general misconduct, or plagiarism processes</p>	SRC, Programme Director(s)

QA Infrastructure (What)	QA Instrument (How)	Who Initiates (responsible for action)	Who Implements	Who Contributes / Participates	When	Reports of Outcome(s) Delivered to (Who)	Key Outcome Objective(s)	Key Outcome Owner(s) (Who Acts on Outcomes)
Examination and Assessment Regulations	Mandatory induction module, student Moodle document store, and student handbook informs students about examination and assessment regulations	Head of Academic Development & Head of Quality Assurance	<p>Mandatory induction module lecturer(s).</p> <p>Students follow regulations.</p> <p>Staff and students monitor to ensure regulations are followed.</p> <p>Registrar coordinates mechanisms for investigating examination and assessment regulation breaches</p>	<p>Staff</p> <p>Students</p> <p>Registrar</p> <p>Head of Academic Development</p>	Ongoing	Registrar, Director of Academic Affairs & Academic Council	<p>Ensure staff and students maintain academic integrity.</p> <p>Ensure staff and students protect all students' right to perform demonstration of learning outcomes in an environment of professionalism and equality</p>	Registrar, Academic Council, Director of Academic Affairs, Head of Academic Development

QA Infrastructure (What)	QA Instrument (How)	Who Initiates (responsible for action)	Who Implements	Who Contributes / Participates	When	Reports of Outcome(s) Delivered to (Who)	Key Outcome Objective(s)	Key Outcome Owner(s) (Who Acts on Outcomes)
Examination Board	Meeting of internal assessors, external examiners, programme directors, and registrar	Registrar convenes meetings	Registrar prepares broadsheets, invites internal and external (External Examiner) attendees	Board of Examiners: External Examiners, Registrar, Programme Directors, Lecturers (examiners / assessors)	Meets at all award and progression stages of programmes	Director of Academic Affairs & Academic Council	<p>To consider and make deliberative decisions regarding all results of learners as recommended by assessors (examiners).</p> <p>Ensure internal and external oversight of assessment grades/results, grading procedures, progression, completion rates, failure rates, award classifications, & decisions around borderline and exceptional cases</p>	Registrar, Academic Council, Director of Academic Affairs, Programme Directors, Lecturers

QA Infrastructure (What)	QA Instrument (How)	Who Initiates (responsible for action)	Who Implements	Who Contributes / Participates	When	Reports of Outcome(s) Delivered to (Who)	Key Outcome Objective(s)	Key Outcome Owner(s) (Who Acts on Outcomes)
External Independent Academic Council Member	External Independent Academic Council Member Attends Academic Council Meetings	Chair of Academic Council	Academic Council	Governing Body and Management Team	External Academic Council Member is invited to at least one Academic Council Meeting Per Year	Student Representative Committee Academic Council Governing Body	Ensure the Academic Council has sufficient independence to discharge its obligations and responsibilities effectively. Provide independent oversight and advice to the Academic Council. Promote a culture of integrity, internal self-monitoring and quality improvement	Academic Council and Director of Academic Affairs
External Verification of Assessment Grades	Sample pack and Form 102	First marker distributes sample pack and Form 102 to Registrar	Registrar distributes sample pack and Form 102 to External Examiner	External Examiner provides assessment of grades and sample	After internal verification (second marking) of assessment grades is completed	Registrar and Exam Board Meetings receive report (and ideally attendance at Exam Board) from/by External Examiner	External verification of consistency, fairness, and level of all assessment grades	Exam Board Meeting attendees, Programme Director(s), Module Lecturer(s), Registrar

QA Infrastructure (What)	QA Instrument (How)	Who Initiates (responsible for action)	Who Implements	Who Contributes / Participates	When	Reports of Outcome(s) Delivered to (Who)	Key Outcome Objective(s)	Key Outcome Owner(s) (Who Acts on Outcomes)
External Verification of Examination Papers	External Examiner Assessment of all final examination papers	Registrar informs all lecturers of due dates for all exam papers	Module Lecturer(s) provide internally verified exam papers to Registrar. Registrar distributes all final exam papers to External Examiner(s)	External Examiner(s) assess(es) exam papers	Middle of every semester	External Examiner provides feedback (recommendations and requirements) regarding each exam paper to Registrar	External verification of quality of assessment instruments	Registrar provides External Examiner exam paper feedback to Module Lecturer who acts on feedback
Governing Body	Governing Body meetings	Chair of Governing Body	Chair of Governing Body	Managing Director Registrar Head of Quality Assurance Head of Academic Development Appointed Chair/Secretary	At least once per calendar year	To Academic Council as appropriate regarding decisions related to academic affairs Annual report to all staff via Document Store (Moodle) To Student Representative Committee	Student recruitment and marketing planning. Resourcing allocations for all programmes and related academic and quality assurance infrastructure Risk monitoring (Risk Register) and mitigation	Managing Director of ICD Secretary/chair of Governing Body Registrar

QA Infrastructure (What)	QA Instrument (How)	Who Initiates (responsible for action)	Who Implements	Who Contributes / Participates	When	Reports of Outcome(s) Delivered to (Who)	Key Outcome Objective(s)	Key Outcome Owner(s) (Who Acts on Outcomes)
Grade Appeals	Grade Appeals Procedure	Student appealing grade follows grade appeals procedure specified in QA document. At stage 1 and stage 2, the student must contact the lecturer (examiner). At stage 3, the student must contact the Registrar and the Lecturer (examiner). At stage 4, the student must contact the Registrar	<p>Stage 1: Feedback is provided to the student by Examiner (e.g. lecturer).</p> <p>Stage 2: Recheck is carried out by Examiner (e.g. lecturer).</p> <p>Stage 3: Review is carried out by Examiner (e.g. lecturer) and coordinated by Registrar</p> <p>Stage 4: Formal appeal is initiated by student appealing but coordinated by Registrar</p>	<p>Examiner and student in stages 1-2.</p> <p>Examiner rechecks (and Registrar coordinates process) in stage 3.</p> <p>At stage 4: Programme Director, Module Lecturer, & one additional member of academic staff. A formal appeal meeting will take place with the student in attendance and they have the right to request the attendance of a student representative. The External Examiner may also be consulted as part of this process</p>	<p>Stage 1: student must seek feedback within two weeks of receiving grade</p> <p>Stage 2: student must seek recheck within one week of stage 1 completion</p> <p>Stage 3: student must seek review within one week of stage 2 completion</p> <p>Stage 4: student must contact Registrar to formally appeal within one week of stage 3 completion</p>	<p>Student receives report of outcome from lecturer/examiner at stages 1-3.</p> <p>Report of the outcome of stage 4 is reported to the student appealing, and Academic Council (process coordinated by the Registrar and report of outcome delivered by the formal appeal panel).</p> <p>External Examiner to be notified and/or consulted with if any change in classification is decided at award level as a result of the appeal</p>	<p>Ensuring fairness, consistency, integrity and transparency of the grading system and ensuring students receive formative and summative feedback</p>	<p>Lecturer (Examiner)</p> <p>Registrar</p> <p>Academic Council</p>

QA Infrastructure (What)	QA Instrument (How)	Who Initiates (responsible for action)	Who Implements	Who Contributes / Participates	When	Reports of Outcome(s) Delivered to (Who)	Key Outcome Objective(s)	Key Outcome Owner(s) (Who Acts on Outcomes)
Internal Verification (Second Marking) of Assessment Grades	Form 102	Module lecturer distributes sample to second marker	Second marker provides feedback on grades	First and second marker agree all grades	After grading is completed by the first marker for an assessment element and/or module	Registrar is sent final grades, sample pack, and Form 102 by the Module Lecturer (first marker)	Internal verification of consistency, fairness, and level of all assessment grades	Programme Director, Registrar
Internal Verification of Assessment Briefs	Form 101	Module Lecturer(s)	Second Marker / Internal Verifier	Second Marker / Internal Verifier and Module Lecturer	Before assessment briefs are distributed to students	Programme Director, Registrar, External Examiner	Internal monitoring and verification of all new and continuing assessment instruments	Module Lecturer(s), Academic Council, Programme Director(s)
Lecturer Feedback Survey	Qualitative Survey of lecturer feedback and reflection on every module's delivery, assessments, and resourcing	Programme Director	Programme Director sends survey to all module lecturers on that programme	Module lecturers	At the end of every module	Head of Academic Development, Programme Development sub-committee and Academic Council	Inclusion of lecturer voice and feedback in all programme & module monitoring, review, and improvements	Programme Director and Head of Academic Development

QA Infrastructure (What)	QA Instrument (How)	Who Initiates (responsible for action)	Who Implements	Who Contributes / Participates	When	Reports of Outcome(s) Delivered to (Who)	Key Outcome Objective(s)	Key Outcome Owner(s) (Who Acts on Outcomes)
Mandatory Student Induction Module	Mandatory student induction module for every stage 1, semester 1 learner on every programme	Head of Academic Development	Module lecturer(s)	<p>Module lecturer(s) and students (at stage 1, semester 1).</p> <p>Stage 2 (or later) students are given an open invitation to attend.</p> <p>ICD have been consulting with QQI seeking approval for this module to be mandatory (granted summer 2019), and will continue to consult with QQI about the specific learning outcomes and delivery of the module (currently in planning stage, Aug 2019)</p>	Semester 1 of Stage 1 of every programme, every academic year from September 2019 onwards	Head of Academic Development, Programme Director(s), Registrar, Director of Academic Affairs, and QQI as appropriate	<p>Inform students about all aspects of academic and student life at ICD including:</p> <p>a. academic study, research, & writing skills</p> <p>b. IT skills (e.g. Moodle & MS Office)</p> <p>c. use of Library Resource centre and other ICD physical and online learning environment facilities</p> <p>d. English language education & supports</p> <p>e. citing & referencing, assessment regulations, academic integrity, misconduct & plagiarism prevention</p>	Head of Academic Development and students themselves

QA Infrastructure (What)	QA Instrument (How)	Who Initiates (responsible for action)	Who Implements	Who Contributes / Participates	When	Reports of Outcome(s) Delivered to (Who)	Key Outcome Objective(s)	Key Outcome Owner(s) (Who Acts on Outcomes)
Plagiarism Detection & Investigation	Urkund and Plagiarism Detection Handling Process	<p>Module lecturers create Urkund assignment submission boxes in Moodle (as appropriate), analyse Urkund reports and follow Plagiarism Detection Handling process when detections occur. This requires the lecturer to alert the Registrar (stage 1)</p> <p>Use of Urkund is not a requirement for a plagiarism detection process to result (e.g. the lecturer can manually plagiarism check)</p>	Registrar implements stages of plagiarism detection handling process in sequence	<p>Stage 2: If a viva voce is called with plagiarism concerns on the agenda, there must be two (or more) staff in attendance.</p> <p>Stage 3: plagiarism review meeting constitutes two (or more) staff. Staff present at stage 2 cannot be present at stage 3.</p> <p>The student is invited at both stage 2 and 3 but is not required to attend for a possible sanction (due to plagiarism) to result.</p> <p>Student representation is available on request for stage 2 & 3 above</p>	<p>Urkund can be used by all lecturers to receive assignments where appropriate.</p> <p>Plagiarism detection handling process is used when plagiarism is detected (either through Urkund or otherwise)</p>	Student, Registrar, Lecturer, Head of Academic Development, Director of Academic Affairs, Academic Council	Prevent and detect plagiarism in order to promote and maintain academic integrity	Head of Academic Development, Lecturer, and Registrar

QA Infrastructure (What)	QA Instrument (How)	Who Initiates (responsible for action)	Who Implements	Who Contributes / Participates	When	Reports of Outcome(s) Delivered to (Who)	Key Outcome Objective(s)	Key Outcome Owner(s) (Who Acts on Outcomes)
Plagiarism Detection software upgrade	Urkund	Head of Academic Development	Software management, ongoing staff training & support provided by Head of Academic Development. Plagiarism detection carried out by lecturers	Head of Academic Development. Module Lecturers	Ongoing plagiarism detection following migration to Urkund system (summer 2019)	Head of Academic Development, Director of Academic Affairs, Academic Council	Prevent and detect plagiarism in order to promote and maintain academic integrity	Head of Academic Development

QA Infrastructure (What)	QA Instrument (How)	Who Initiates (responsible for action)	Who Implements	Who Contributes / Participates	When	Reports of Outcome(s) Delivered to (Who)	Key Outcome Objective(s)	Key Outcome Owner(s) (Who Acts on Outcomes)
Plagiarism Prevention Awareness Initiative	<p>Prevention through mandatory induction module.</p> <p>Prevention through cyclical plagiarism prevention and referencing classes.</p> <p>Prevention through distribution of plagiarism awareness building resources via ICD Moodle, accessible to all students enrolled.</p>	Head of Academic Development	Head of Academic Development	<p>Mandatory induction module lecturer(s).</p> <p>All module lecturers.</p> <p>Head of Academic Development.</p> <p>Consultations with QQI</p>	Mandatory induction module during semester one, stage one, of every programme.	Head of Academic Development, Academic Council, and QQI (as appropriate)	Promote academic integrity and prevent plagiarism	Director of Academic Affairs, Head of Quality Assurance, and Head of Academic Development

QA Infrastructure (What)	QA Instrument (How)	Who Initiates (responsible for action)	Who Implements	Who Contributes / Participates	When	Reports of Outcome(s) Delivered to (Who)	Key Outcome Objective(s)	Key Outcome Owner(s) (Who Acts on Outcomes)
Programme Boards	Programme Board Meetings	Programme Director	Programme Director	Programme Director and lecturers involved with programme	Twice per year (once per semester, to meet at beginning of the semester)	Academic Council (and Programme Development Subcommittee)	Continuous coordination and implementation of programmes. Continuous monitoring and review of programmes to ensure quality deliver and to recommend changes to improve programmes	Programme Director and programme board members

QA Infrastructure (What)	QA Instrument (How)	Who Initiates (responsible for action)	Who Implements	Who Contributes / Participates	When	Reports of Outcome(s) Delivered to (Who)	Key Outcome Objective(s)	Key Outcome Owner(s) (Who Acts on Outcomes)
Programme Development Subcommittee	Programme Development Subcommittee meetings	Head of Academic Development	Head of Academic Development	Head of Academic Development Programme Director(s) Academic staff members (lecturers)	Ad hoc	Academic Council and Governing Body	<p>Continuous monitoring of implementation of programmes.</p> <p>Continuous monitoring and review of programmes to ensure quality deliver and to recommend changes to improve programmes.</p> <p>Considering proposals (received and made) for modifications to programmes.</p> <p>Considering and creating proposals for new programmes.</p> <p>Making evidence-based recommendations regarding programme development</p>	Head of Academic Development

QA Infrastructure (What)	QA Instrument (How)	Who Initiates (responsible for action)	Who Implements	Who Contributes / Participates	When	Reports of Outcome(s) Delivered to (Who)	Key Outcome Objective(s)	Key Outcome Owner(s) (Who Acts on Outcomes)
RPL / APEL Appeals	RPL / APEL Appeals Process	(Prospective) student intending to appeal contacts Registrar	Registrar and admin staff convene appeal board meeting and invite attendees	Ad-hoc RPL/APEL Appeal Board: Two (or more) academic staff. Person making appeal. Student rep, on request	Ad-hoc	Registrar and admin staff receive RPL/APEL Appeal Board decision. Report to Academic Council (and External Examiner where required) Student making appeal	Ensure all (prospective) students receive fair, consistent, appropriate, and transparent outcomes from RPL/APEL applications	Registrar and Academic Council
RPL / APEL Applications	RPL / APEL Applications Process (described in ICD QA policy)	(Prospective) student intending to apply for RPL / RPEL recognition / approval contacts Registrar or admin office	Registrar and admin staff guide student applying through application process	Applicant (student or respective student), and admin staff or Registrar	Ad-hoc	Registrar and/or admin staff report RPL/APEL application outcome to the applicant and Academic Council (and External Examiner where required)	Ensure all (prospective) students receive fair, consistent, appropriate, and transparent outcomes from RPL/APEL applications	Registrar and Academic Council

QA Infrastructure (What)	QA Instrument (How)	Who Initiates (responsible for action)	Who Implements	Who Contributes / Participates	When	Reports of Outcome(s) Delivered to (Who)	Key Outcome Objective(s)	Key Outcome Owner(s) (Who Acts on Outcomes)
Staff Development	Staff Development and Training Initiatives	Head of Academic Development	Head of Academic Development plans annual schedule of staff development initiatives in conjunction with Academic Council and Governing Body as required. Recent examples include Pearson Higher Education Training (July 2019), and currently (Aug 2019) under-construction Urkund and plagiarism detection system and procedures. During 2019-2020, a pilot annual ICD seminar about teaching and learning quality is being scheduled for internal and external staff to contribute at and learn from	All staff	Ongoing	Head of Quality Assurance, Director of Academic Affairs, Registrar, Academic Council and Governing Body as appropriate	Promoting continuous professional development of all staff (academic and non-academic) in order to maintain the highest possible quality faculty and staff, which ultimately delivers on the overall quality assurance objective of continuous improvement of teaching and learning at ICD	Head of Academic Development and Director of Academic Affairs

QA Infrastructure (What)	QA Instrument (How)	Who Initiates (responsible for action)	Who Implements	Who Contributes / Participates	When	Reports of Outcome(s) Delivered to (Who)	Key Outcome Objective(s)	Key Outcome Owner(s) (Who Acts on Outcomes)
Student Complaints (does not include appeal of grades)	Student Complaints handling procedure (covers student complaints about academic process, or academic opportunities, or non-academic complaints)	Student with complaints or concerns (regarding student protection or unfair or unequal treatment) contacts any member of ICD staff (of their choosing). If the student is not satisfied with the outcome, they should contact the Registrar	Registrar will try to find a solution to solve the issue with the student (Stage 1). If not satisfied with the outcome of stage 1, the student may request stage 2 : a complaints committee	Stage 1: Registrar and student Stage 2: Chair of Academic Council (or nominee) and two other members of staff will meet the student to work towards a solution At both stages 1 & 2, the student may request student representation	Ad-hoc	Registrar and Academic Council	Student protection, and fair and equal treatment of all students	Registrar, Academic Council, & Chair of Academic Council

QA Infrastructure (What)	QA Instrument (How)	Who Initiates (responsible for action)	Who Implements	Who Contributes / Participates	When	Reports of Outcome(s) Delivered to (Who)	Key Outcome Objective(s)	Key Outcome Owner(s) (Who Acts on Outcomes)
<p>Student Misconduct Sanctions</p> <p>*This is NOT the process for plagiarism investigations. Plagiarism detections must follow the Plagiarism Detection & Investigation procedure, known as the Plagiarism Detection Handling Process</p>	Disciplinary Committee	<p>Staff or students report instances of misconduct to the Registrar. This includes either:</p> <p>a. academic misconduct (including breaches of academic regulations) (but not plagiarism)</p> <p>or b. non-academic general misconduct (e.g. a student endangering, bullying, or harassing another student or member of staff)</p>	<p>Stage 1: Registrar invites two (or more) staff to form disciplinary committee. Student is invited to discuss issues relating to potential misconduct.</p> <p>If the student is not satisfied with the outcome of stage 1, the Registrar activates stage 2, a disciplinary review involving two (or more) staff. None of the staff from stage 1 may be present. Student is invited to discuss the issue.</p> <p>Student has right to representation on request at stage 1 & 2</p>	Registrar, two (or more) staff, the student, and student representation (on request)	<p>Disciplinary committees are formed ad-hoc when misconduct issues arise.</p> <p>For stage 2 to occur, the student must request a review within one (1) week of receiving the outcome from stage 1</p>	Registrar and student and Academic Council	Promoting and maintaining respect and good conduct at ICD, to protect all staff & students from other students' possible misconduct. To ensure academic and assessment regulations are followed so that all students have equal opportunity to learn and demonstrate learning. To maintain academic integrity.	Registrar & Academic Council

QA Infrastructure (What)	QA Instrument (How)	Who Initiates (responsible for action)	Who Implements	Who Contributes / Participates	When	Reports of Outcome(s) Delivered to (Who)	Key Outcome Objective(s)	Key Outcome Owner(s) (Who Acts on Outcomes)
Student Representative Committee (SRC)	SRC meetings	Head of Academic Development	Student representatives	Student representatives	Once per semester	Student representative Academic Council membership	Ensure student representatives are actively procuring student feedback and representing student needs. Gather student feedback to be communicated to Academic Council	Director of Academic Affairs, SRC members of Academic Council, Head of Academic Development, Programme Directors
Student Services	Administration office	Student or prospective student contacts administration office	Admin staff	Admin staff acting on behalf of the student with Registrar as chief point of contact and consultation	During opening hours	Registrar & Academic Council	Maintain quality through ensuring students have full access to all required and requested information, facilities, and supports (including specific learning needs and extenuating or personal circumstances)	Admin staff

QA Infrastructure (What)	QA Instrument (How)	Who Initiates (responsible for action)	Who Implements	Who Contributes / Participates	When	Reports of Outcome(s) Delivered to (Who)	Key Outcome Objective(s)	Key Outcome Owner(s) (Who Acts on Outcomes)
Student Survey	Quantitative Survey of Student Feedback	Registrar	Admin staff	Students (survey for every module)	Final weeks of every semester	Registrar, Programme Director(s), Relevant Lecturer(s), Head of Quality Assurance, Academic Council	Include student voice in all module & programme reviewing, planning, & improvements	Programme Director(s), Lecturer(s), Registrar, Head of Quality Assurance
Viva Voce *A viva voce may be called as a general viva voce to discuss an assessment with a student (this requires just one member of staff) *If a viva voce is called with plagiarism on the agenda, it must be attended by two (or more) academic staff. See plagiarism detection & investigation.	Viva Voce Meeting(s)	Examiner	Examiner invites student to attend	Examiner (other staff may be invited). Student.	Ad-hoc (based on discretion of examiner/ assessor) Before grading process completes	Student Examiner may contact other staff as required for consultation or assistance	Ensure integrity, accuracy, transparency, and fairness (equality) within assessment and grading through facilitating a two-way dialogue between student and examiner(s) about the assessment submission	Examiner

Appendix 4.3.1a - Internal Verification (second marking) of assignment briefs and examination papers Form 101

This form can be typed or completed by hand (hand-written) depending on first marker preference. Where there are multiple assessment elements for a module, then multiple forms must be used (one for each assessment element [e.g. one form for the final exam brief [worth 50%], and a separate form for a coursework assignment(s) brief(s) [worth 50%]).

Section X (checklist): To be completed by the first marker (e.g. module lecturer):

Before submitting this form and related paperwork to the Second Marker (Internal Verifier), the first marker (module lecturer) must ensure that the answers to these three questions is yes:

Questions to be answered by the First Marker	
Is the module descriptor included with this form?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is the assessment brief (e.g. coursework assignment guidelines OR exam paper) included with this form?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is the marking scheme provided (e.g. solutions to assignments OR exam solutions OR marking scheme OR marking rubric)?	Yes <input type="checkbox"/> No <input type="checkbox"/>

Section A: To be completed by the first marker (e.g. module lecturer)

**Questions to be answered by the
First Marker**

Programme Name:

Module Name:

Academic Year: (e.g. 2018-19)

Semester:

First Second Repeats

Type of assessment:

Final Exam Coursework

**Allocation of marks as a
percentage of overall module
grade (e.g. 50%):**

Name/title of assignment:

*e.g. assignment 1 of 2: Presentation of Different Management Styles

Details of Module Learning Outcomes being assessed in this assignment/exam

Just list the relevant learning outcomes here (follow the module descriptor)

*E.g. Module Learning Outcome 1 to critically evaluate the.....in a company

Etc

Section B: To be completed by the Second Marker (Internal Verifier):

**Questions to be answered by the
Second Marker (Internal Verifier)**

Is the Programme and Module title provided?

Yes No

Is the submission date achievable in relation to the issue date of the assignment? (Yes/No):

Yes No

Comment on above where applicable:

For Pearson HNC/HND programmes-only:

Is the vocational scenario appropriate, sufficient and current?:

Yes No N/A

Comment on above where applicable:

Does the assignment present students with appropriate opportunity for demonstrating achievement of all relevant module learning outcomes (as identified by the first marker)? (Yes/No):

Yes

No

Comment on above where applicable:

--	--

Is the language and presentation of the assignment appropriate? (Yes/No):	Yes <input type="checkbox"/> No <input type="checkbox"/>
--	--

Comment on above where applicable:	
---	--

<p>Is the assignment brief consistent with the NFQ level of the module? (Yes/No):</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>Comment on above where applicable:</p>	
<p>Action required or recommended:</p>	
<p>Required Actions (these are actions that the Second Marker [Internal Verifier] requires to be completed before the Second Marker is willing to approve [sign-off on] the assignment brief/examination paper):</p>	

Recommended Actions (these are actions that the Second Marker [Internal Verifier] suggests but are NOT a requirement to be completed before the Second Marker is willing to approve [sign-off on] the assignment brief or examination paper):

--

Section C: to be completed by the first marker:

Action taken (by the first marker as a result of recommendations or requirements provided by the Second Marker [Internal Verifier]):

*Please note that if the first marker and second marker cannot come to an agreement they should contact the Programme Director to discuss

Section D: To be completed by the First Marker after feedback from Second Marker and agreement on the final draft of the assignment brief or exam paper (pending External Examiner approval for examinations only):

First Marker (print name):			
First Marker signature:		Date	

Section E: To be completed by the second marker after agreement on the final draft of the assignment brief or exam paper (pending External Examiner approval for examinations only):

Second Marker (Internal Verifier) (print name):			
Second Marker (Internal Verifier) signature:		Date	

Please note that, as normal, examination papers must be submitted to the Registrar (before each semester deadline, as communicated by the Registrar) who will forward them to the External Examiner for approval and feed back to the relevant lecturer the External Examiner's response.

Appendix 4.3.1b - Internal Verification (second marking) of assignment examination grades Form 102

***Please see Policy on Second Marking (Internal Verification at ICD)**

This form can be typed or completed by hand (hand-written) depending on first marker preference. Where there are multiple assessment elements for a module, then multiple forms must be used (one for each assessment element [e.g. one form for the final exam sample [worth 50%], and a separate form for a coursework sample [worth 50%]]).

Section X (checklist): To be completed by the first marker (e.g. module lecturer):

Before submitting this form and related paperwork to the Second Marker (Internal Verifier), the first marker (module lecturer) must ensure that the answers to these five questions is yes:

Questions to be answered by the First Marker	
Is the module descriptor included with this form?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is the assessment brief (e.g. coursework assignment guidelines OR exam paper) included with this form?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is the marking scheme provided (e.g. solutions to assignments OR exam solutions OR marking scheme OR marking rubric)?	Yes <input type="checkbox"/> No <input type="checkbox"/>

<p>Is an adequate sample* provided with this form?</p> <p>*An adequate sample is defined as either:</p> <ul style="list-style-type: none"> • Three graded pieces (high grade, low grade, middle grade) or more • All graded pieces where the total number of pieces is less than three (e.g. two students sitting the assessment) 	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>Is a list of all grades included with this form? (e.g. spreadsheet of all grades)</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>

Section A: To be completed by the first marker (e.g. module lecturer)

Questions to be answered by the First Marker	
<p>Programme Name:</p>	
<p>Module Name:</p>	
<p>Academic Year: (e.g. 2018-19)</p>	

Semester:	First <input type="checkbox"/> Second <input type="checkbox"/> Repeats <input type="checkbox"/>
Type of assessment:	Final Exam <input type="checkbox"/> Coursework <input type="checkbox"/>
Allocation of marks as a percentage of overall module grade (e.g. 50%):	
Details of sampled material to be input below:	
Student:	Grade:

Student:	Grade:
Student:	Grade:

First marker comment on overall performance of cohort:

***Comment here:**

--

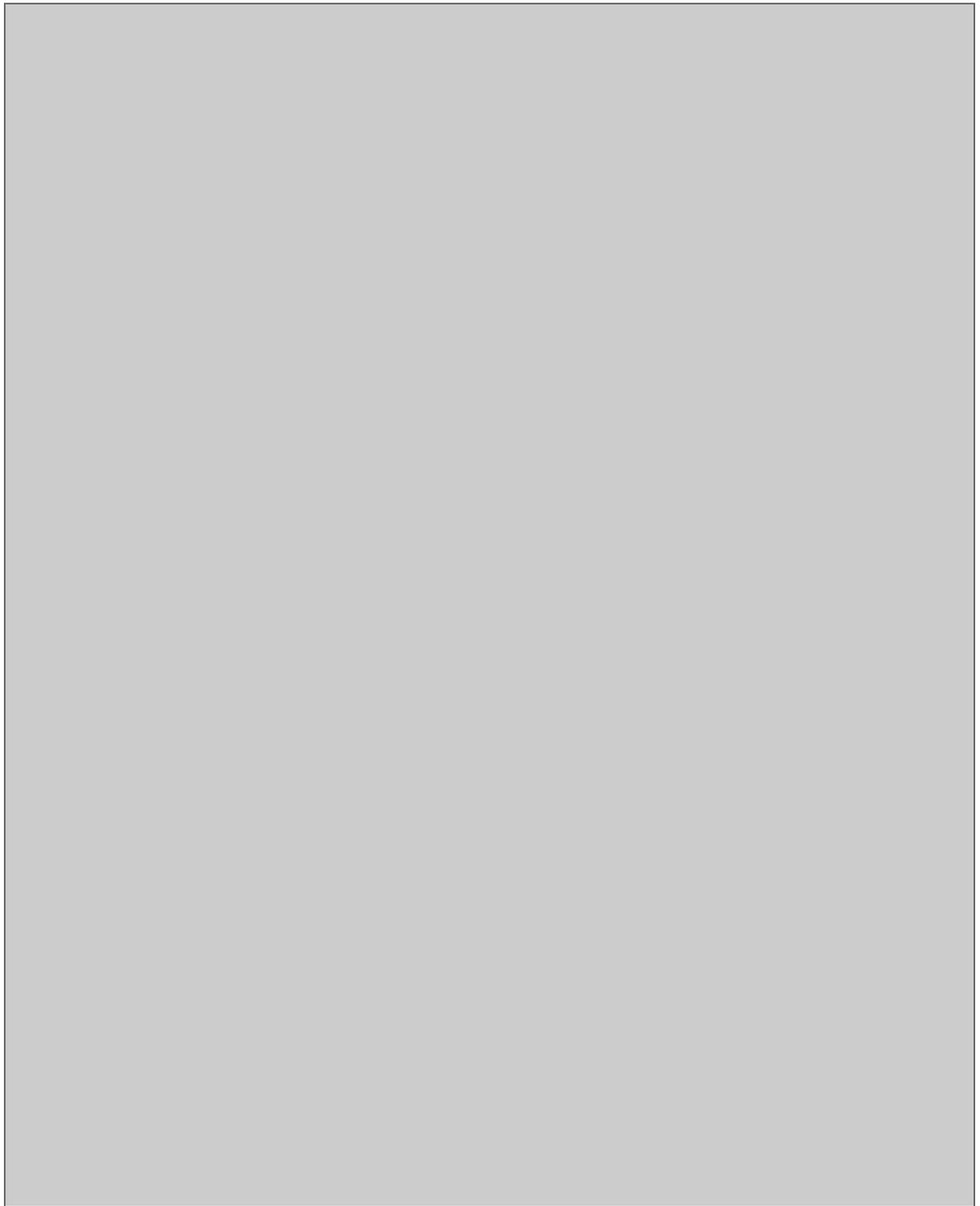
Section B: To be completed by the Second Marker (Internal Verifier):

Questions to be answered by the Second Marker (Internal Verifier)	
Is grading across the sample fair and consistent? (Yes/No):	Yes <input type="checkbox"/> No <input type="checkbox"/>
Comment on above where applicable:	

Is grading consistent with the learners' level of achievement of Minimum Intended Learning Outcomes of the Module (MIMLOs)? (Yes/No):	Yes <input type="checkbox"/> No <input type="checkbox"/>
Comment on above where applicable:	
Is grading consistent with the NFQ level of the module? (Yes/No):	Yes <input type="checkbox"/> No <input type="checkbox"/>
Comment on above where applicable:	

<p>Do you agree with all grades? (Yes/No):</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>Comment on above where applicable:</p> <p>*Note to second markers:</p> <p>The second marker should focus on whether grades are at the correct level in terms of grade classification (e.g. Level 8, First Class Honours [70%+]; OR Level 8 2.1 [60-69%]). The second marker should NOT advise grade changes within bands (e.g. increasing a grade from 61% to 63% or vice versa). The second marker may advise a grade band change (e.g. changing a grade from 60s to 50s) but such changes must happen across the entire cohort [individual grade changes are strongly discouraged in the absence of entire cohort grade changes].</p>	
<p>Action required or recommended:</p>	
<p>Required Actions (these are actions that the Second Marker [Internal Verifier] requires to be completed before the Second Marker is willing to approve [sign-off on] the grades):</p>	

Recommended Actions (these are actions that the Second Marker [Internal Verifier] suggests but are NOT a requirement to be completed before the Second Marker is willing to approve [sign-off on] the grades):



Section C: to be completed by the first marker:

Action taken (by the first marker as a result of recommendations or requirements provided by the Second Marker [Internal Verifier]):

***Please note that if the first marker and second marker cannot come to an agreement they should contact the Programme Director to discuss the possibility of a third marker assessing the sample**

Section D: To be completed by the First Marker after feedback from Second Marker:

First Marker agrees that these grades are

ready for External Examiner Assessment:

Yes

No

Comment on the above where appropriate:

First Marker (print name):

First Marker signature:

Date

Section E: To be completed by Second Marker (Internal Verifier) when grades are agreed:

Second Marker (internal verifier) agrees that these

grades are ready for External Examiner

Yes

No

Assessment:

Comment on the above where appropriate:

--	--	--	--

Second Marker (Internal Verifier) (print name):			
--	--	--	--

Second Marker (Internal Verifier) signature:		Date	
---	--	-------------	--

REFERENCES

Andrews, J. and Higson, H. (2008) Graduate employability, 'soft skills' versus 'hard' business knowledge: A European study. *Higher education in Europe*, 33(4), pp. 411-422.

Baker, J. Wesley (2000) The classroom flip: becoming the guide by the side. *Council for Christian Colleges & Universities (CCCU) Annual Technology Conference*, June 23. Available from: http://classroomflip.com/files/baker_2000_06_23_classroom_flip_CCCU.pdf

Bowl, M. (2001) Experiencing the barriers: Non-traditional students entering higher education. *Research papers in Education*, 16(2), pp.141-160. Available from: https://www.researchgate.net/profile/Marion_Bowl/publication/248995300_Experiencing_the_barriers_Non-traditional_students_entering_higher_education/links/55b7539508ae9289a08be032.pdf

CEDEFOP (2009) *European Guidelines for Validating Non-Formal and Informal Learning*. European Centre for the Development of Vocational Training, Luxembourg: Office for Official Publications of the European Communities. Available from: https://www.cedefop.europa.eu/files/4054_en.pdf

Durden, G. C., & Ellis, L. V. (1995) The effects of attendance on student learning in principles of economics. *American Economic Review Papers and Proceedings*, 85(May), pp. 242-346.

European Committee on Culture, Science and Education (2003) *Council of Europe Contribution to the Higher Education Area Report*. European Parliamentary Assembly, Doc. 9880, 16 July. Available from: <http://assembly.coe.int/nw/xml/XRef/X2H-Xref-ViewHTML.asp?FileID=10237&lang=en>

Grand-Clement, S. (2017) *Digital Learning: Education Skills in the Digital Age*, Cambridge; Santa Monica, CA.

HEA (2016) *Enhancing Student Engagement in Decision-Making*. Report of the Working Group on Student Engagement in Irish Higher Education, Higher Education Authority, April. Available from: <http://www.iua.ie/wp-content/uploads/2016/04/HEA-IRC-Student-Engagement-Report-Apr2016.pdf>

Karakaya, Fahri, Ainscough, Thomas L., and Chopoorian, John (2001) The effects of class size and learning style on student performance in a multimedia-based marketing course. *Journal of Marketing Education*, 23(2) August pp. 84-90.

Lamdin, D. J. (1996) Evidence of student attendance as an independent variable in education production-functions. *Journal of Educational Research*, 89(3), pp. 155-62.

Martin, A. & Grudziecki, J. (2006) DigEuLit: Concepts and Tools for Digital Literacy Development. *Innovation in Teaching and Learning in Information and Computer Sciences*, 5(4), pp. 249-67.

NQAI (2005) *Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training*. National Qualifications Authority of Ireland. Available from: <https://www.qqi.ie/Downloads/Principles%20and%20Operational%20Guidelines%20for%20RPL%202005.pdf>

OECD (2016) *Skills for a Digital World: Policy Brief on the Future of Work.*, Paris. Available at: <http://www.oecd.org/employment/future-of-work/>

OECD (2017) *OECD Digital Economy Outlook 2017*, Paris: OECD Publishing.

QAA (2013) *UK Quality Code for Higher Education, Part B: Assuring and Enhancing Academic Quality, Chapter B9: Academic Appeals and Student Complaints*. Quality Assurance Agency for Higher Education, UK. Available from: https://www.qaa.ac.uk/docs/qaa/quality-code/chapter-b9_-_academic-appeals-and-student-complaints.pdf?sfvrsn=c002f781_8

QQI (2013a) *Protection of Enrolled Learners: Protocols for the Implementation of Part 6 of the 2012 Act*. Quality and Qualifications Ireland, Dublin. Available from: <https://www.qqi.ie/Downloads/Policy%20for%20Protection%20of%20Enrolled%20Learners%20V2%20Sep%202013.pdf>

QQI (2013b) *Assessment and Standards, Revised 2013*. Quality and Qualifications Ireland, Dublin. Available from: https://www.qqi.ie/Publications/Publications/Assessment_and_Standards%20Revised%202013.pdf

QQI (2015a) *Code of Practice for Provision of Programmes of Education and Training to International Learners*. Quality and Qualifications Ireland, Dublin.
<https://www.qqi.ie/Downloads/Code%20of%20Practice.pdf>

QQI (2015b) *QQI Policy Restatement: Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training*. Quality and Qualifications Ireland, Dublin.
<https://www.qqi.ie/Downloads/ATP%20Policy%20Restatement%20FINAL%202018.pdf>

QQI (2016a) *Core Statutory Quality Assurance Guidelines*. Quality and Qualifications Ireland, Dublin.
Available from:
<https://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf>

QQI (2016b) *Sector-specific Quality Assurance Guidelines for Independent/Private Providers*. Quality and Qualifications Ireland, Dublin. Available from:
<https://www.qqi.ie/Downloads/Sector%20Specific%20Quality%20Assurance%20Guidelines%20V2.pdf>.

QQI (2016c) *Policy on Quality Assurance Guidelines*. Quality and Qualifications Ireland, Dublin.
Available from:
<https://www.qqi.ie/Downloads/Policy%20on%20Quality%20Assurance%20Guidelines.pdf>

QQI (2017a) *Policies and Criteria for Validation of Programmes*. Quality and Qualifications Ireland, Dublin. Available from:

https://www.qqi.ie/Publications/Publications/Initial_Validation_policy_7_10_13.pdf

QQI (2017b) *Quality within Higher Education 2017: A Summary Report*. Quality and Qualifications Ireland, Dublin. Available from:

<https://www.qqi.ie/Downloads/Quality%20within%20Higher%20Education%202017%20Summary%20report.pdf>

QQI (2018) *Notice to Voluntary Providers of Education and Training Programmes Leading to QQI Awards regarding the General Data Protection Regulation (GDPR) and the use of the Personal Public Service Number (PPSN)*. Quality and Qualifications Ireland, Dublin. Available from:

[https://qhelp.qqi.ie/providers/gdpr-additional-responsibilities/Provider%20DP%20Letter%201082018%20\(002\).pdf](https://qhelp.qqi.ie/providers/gdpr-additional-responsibilities/Provider%20DP%20Letter%201082018%20(002).pdf)

QQI (2019a) *Re-engagement with QQI: Process Guide for Independent and Private Providers*. Quality and Qualifications Ireland, Dublin. Available from:
[qqi.ie/Downloads/Reengagement%20Application%20Guide%20may%202019.pdf](https://www.qqi.ie/Downloads/Reengagement%20Application%20Guide%20may%202019.pdf)

QQI (2019b) *Access, Transfer, and Progression*. *QQI Website*, Quality and Qualifications Ireland, Dublin. Available from: <https://www.qqi.ie/Articles/Pages/Access,-Transfer-and-Progression.aspx>

Qualifications and Quality Assurance (Education and Training) Act (2012, Revised 2014) *Government of Ireland*. Available from

[https://www.qqi.ie/Downloads/Qualifications%20and%20Quality%20Assurance%20\(Education%20and%20Training\)%20Act%202012%20-%20Revised%20November%202014.pdf](https://www.qqi.ie/Downloads/Qualifications%20and%20Quality%20Assurance%20(Education%20and%20Training)%20Act%202012%20-%20Revised%20November%202014.pdf)

StudentSurvey.ie (2018) *The Irish Survey of Student Engagement (ISSE): Results from 2018*. Available from <http://studentsurvey.ie/wp-content/uploads/2018/11/ISSE-Report-2018final.pdf>