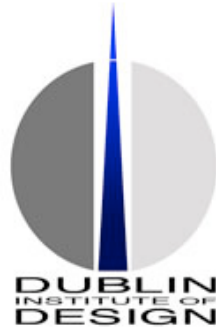


EDUCATIONAL DESIGN DEVELOPMENTS t/a
DUBLIN INSTITUTE OF DESIGN

DUBLIN INSTITUTE OF DESIGN, 45 KILDARE ST, DUBLIN 2
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Quality Assurance Manual

QUALITY ASSURANCE POLICIES AND PROCEDURES

2013 October

REVISION 13.10-16

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Forward

Dublin Institute of Design, formerly known as Dublin Institute of Interior Design, was founded in 1991. Since its inception Dublin Institute of Design has firmly established itself as a leader in the field of design. The Institute offers a range of courses in Interior Design, Computer Aided Design, Visual Merchandising & Retail Design, Fashion Design, Personal Image & Styling, Graphic Design, Web Design, Visual Merchandising and Digital Photography, all of which are held in the Institute's Kildare Street premises.

Dublin Institute of Design is a third level educational and training Institute committed to delivering the highest quality of education to all its learners with a desire to design. By delivering lectures and projects which encourage learners to explore unique perceptions of the world we live in, and by allowing them to critically analyse their own work, our learners learn to develop creative and practical design skills necessary for careers in a wide range of industries. The Institute's courses suit a range of people with or without design experience looking to add to their skills, or school leavers wishing to pursue a career with professional level qualifications. Most of the Institute's programmes are offered as both day and evening courses to accommodate today's busy lifestyles, catering for all ages eligible for third level education.

Dublin Institute of Design had four departments: Graphic Design, Interior Design, Web Design and Fashion Design. Through our further and higher education qualifications, we endeavour to inspire both Irish and International learners to reach independent levels of expertise and professional standards essential for careers in design.

To date we have encouraged our learners to continue in higher education in both HETAC accredited Institutes and nationally recognised Institutes through advanced entry programmes and thus to progressing their education to Level 7 and Level 8 qualifications, which many of our graduates perennially do. Dublin Institute of Design continually develops programmes so that learners will capably progress within the world in which we live. We encourage all with the desire to design to do so confidently, expressively and professionally. We want our learners to design the world they live in.

Section 1 GOVERNANCE

1.1 Mission

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1.1.1 Mission Statement

Dublin Institute of Design is a Higher Education Institute devoted to developing its learners to their maximum potential in their chosen field of study. This is achieved by the employment of innovative and learning and teaching methods by a highly qualified, supportive, motivated, and enthusiastic staff, supported in their task by a learning environment conducive to the creation of ideal conditions for the achievement of the appropriate learning outcomes.

1.1.2 A Specialised Institute

The demand for designers has always been constant. The requirement for people to respond to problems with innovative solutions, applied with creative and professional techniques has led to some of the greatest discoveries in civilisation. Dublin Institute of Design is dedicated to the promoting an exciting and creative learning environment in which learners can benefit from the experience of teaching staff, and their enthusiasm in delivering the programmes. The Institute seeks to imbue it's graduates with the ability to analyse a given problem, synthesise an innovative and appropriate solution, and critically evaluate the response in a professional manner.

Dublin Institute of Design is committed to ensuring that its graduates are kept abreast of the most current advancements in technology in the design sector. The Institute's lecturing staff are actively engaged in a range of design industries [Graphic Design, Interiors, Architecture, Fashion, Web and Multi Media] ensuring that learners are appraised of the most up to date techniques and procedures.

Changes in the economy have always had an unpredictable affect regarding employment opportunities for graduates. Dublin Institute of Design regards these changes as just another part of how the designer must respond to professional and real life challenges. Learning how to adapt to a variety of working environments is part of the education of professional designers. Critical thinking and the ability to solve problems are an integral part of the programmes delivered at Dublin Institute of Design. Learners are taught valuable skill sets and versatile problem solving perspectives that are applicable to a wide variety of employment opportunities.

We encourage all registered learners to become active members of established creative on-line communities such as www.creativeireland.com to engage with professional designers and to keep in touch with what is currently required in design based industry.

1.2 Policy and Planning

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1.2.1 Aims of Policy Development

The aims of Dublin Institute of Design Quality Assurance policy is to affirm that the quality of educational provision and the standards of award are fairly and consistently maintained and to ensure that programme and staff development, together with research and related activities are consistently maintained to underpin the delivery of the curriculum. Dublin Institute of Design aims to develop competent, professional graduates who are diversely skilled and highly motivated to achieve excellence in their chosen profession. The Institute is committed to continuously develop as a provider of high quality education and training.

The primary purpose of Quality Assurance is to ensure the academic quality of the programmes offered by Dublin Institute of Design and to enhance the learning experience of the learners together with the maintenance of academic standards in the context of developing a professional environment in the design sector. Dublin Institute of Design's Quality Assurance policy ensures that continual review and improvement is fundamental to the effective provision, delivery and assessment of its third level full and part-time programmes of learning.

1.2.2 Strategic Planning

The Institute follows a 5 year planning cycle with the plan being prepared by the Board of Management and approval being granted by the Board of Governance. The 5 year plan is formally reviewed on an annual basis to ensure that the implementation of the plan is managed proactively and that issues arising are dealt with in a timely manner. The weekly Management Board meeting regularly review actions taken towards achieving key strategic goals.

1.2.3 Financial Resources and Development

Financial planning is conducted by the Institute Director who submits an annual financial plan for approval by the Board of Governance. The annual budget is related to the target learner intake and other relevant goals as identified in the 5 year plan. The plan contains a projected financial forecast, details of planned capital expenditures, investment in programme resources, projected department discretionary budgets and other items of note. The day to day management of finances is the responsibility of the Institute Director, with support from the Institutes accountants.

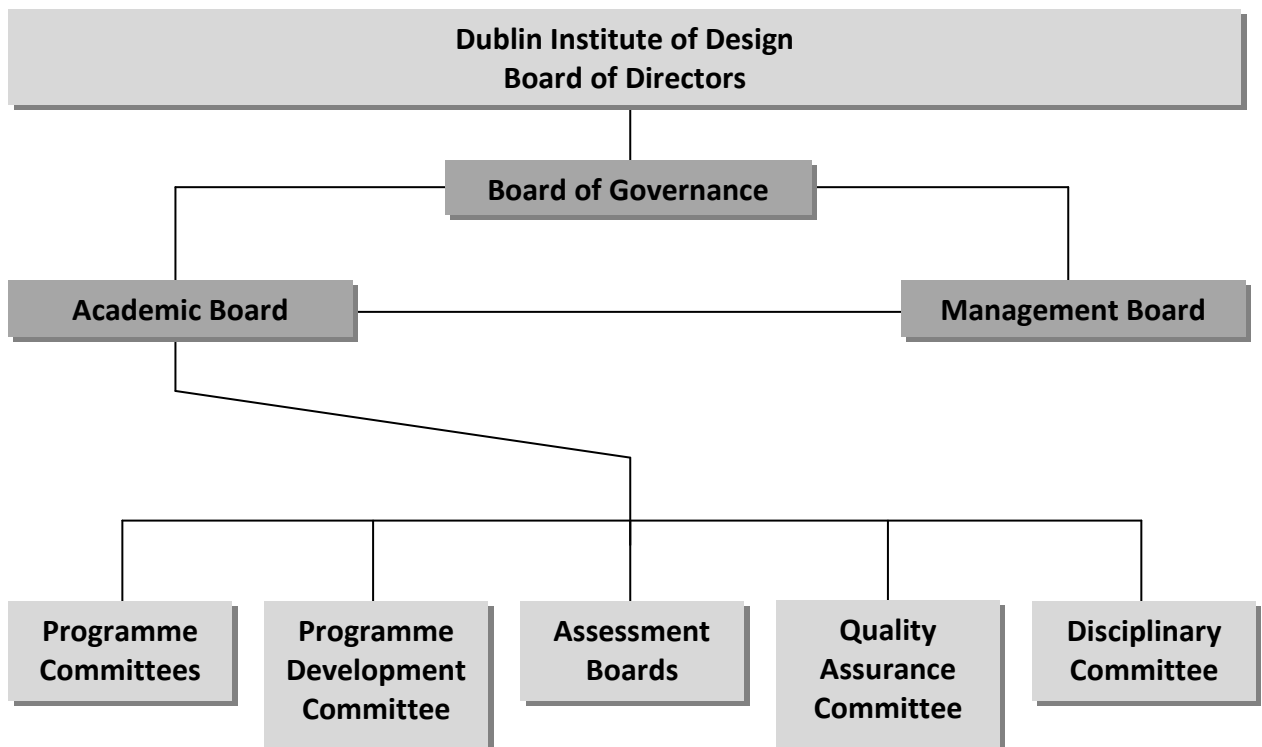
1.3 Organisational Structure

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1.3.1 Organisational Structure of the Institute

Dublin Institute of Design is responsible for maintaining and enhancing the Institute's quality assurance policies and procedures in the context of the Institute's overall mission and developing a culture of quality across all services in liaison with other relevant Institute staff members. As such, relevant boards are put in place to ensure there are dedicated members of staff to take responsibility for the various areas of quality assurance within the institute.

The organisational structure of the Institute is as follows:



1.3.2 Board of Governance

1.3.2.1 Aims

Dublin Institute of Design has established a Board of Governance to assist and advise the Owners on the proper and effective governance and management of The Institute and The Institute's relationship with third parties including Standards and Validation Bodies.

Dublin Institute of Design holds indemnified the Board of Governance members, individually and severally, against all claims against the Board howsoever arising and will maintain insurance policies to give effect to such indemnities.

1.3.2.2 Membership

The Board of Governance meets three times annually no sooner than 14 days after an Academic Council meeting. The Institute Director and relevant Department Head make presentations to the Board of Governance concerning relevant or pertinent information. The membership of the Board of Governance consists of:

- Chairperson: An Independent Chairperson of stature from Industry/education
- 3 No. Members Appointed from Education or Industry appropriate to the Institute
- Ex-officio: Institute President
- Secretary to the Board: Institute Director
- Academic: one Programme Coordinator nominated by the Academic Council
- Registered learner: one nominated by the learner representatives
- In attendance:
 - Chairperson of the Academic Council
 - Heads of Departments
 - Registrar

1.3.2.3 Responsibilities

The purpose of the Board of Governance is:

- To assist and advise the Shareholders on the proper and effective governance and management of The Institute and The Institute's relationship with third parties including Standards and Validation Bodies
- To require preparation and to approve a strategic academic plan and a strategic business plan for the Institute and to recommend these to the owners
- To receive and approve regular reports on the progress of the Institute towards its strategic academic objectives and its business plan. To receive and approve minutes from the Senior Management Team management meetings in relation to the corporate governance. Companies (Auditing and Accounting) Act, 2009
- To receive and approve the Annual Return (Company Report and accounts) as required by the Companies Registration Office each year
- To enter into and approve arrangements with accreditation bodies and educational agencies so as to promote programmes of study and research leading to the awards of degrees, diplomas, certificates and other educational awards conferred, as appropriate to Dublin Institute of Design.
- To enter into and approve arrangements with industry, employers, the State and State Agencies, employer bodies and educational and training agencies so as to promote programmes of study research and consultancy as appropriate to Dublin Institute of Design
- To approve the engagement of the Institute in research, consultancy and development work as considered appropriate
- To approve collaborative arrangements with other educational institutions for the purposes of providing programmes of study, research, consultancy and development as deemed appropriate by the Board for the Institute



- To approve the appointment, redundancy or dismissal of staff on recommendation of an Institute Director and to recommend these appointments, redundancies or dismissals to the Shareholders
- To promote staff development, excellence in teaching and encourage research
- To develop conditions for leave of absence, sabbatical leave and make recommendations to the Shareholders
- To promote staff welfare and development and to recommend policies to the Shareholders
- To promote learner welfare and development and to recommend policies to the Shareholders.
- To approve the constitution and standing orders of the Academic Council
- To appoint as and when required Working Groups of the Board of Governance to assist it in carrying out its functions

1.3.3 Management Board

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1.3.3.1 Aims

Dublin Institute of Design's Management Board meets weekly to discuss the general operations of the institute, and makes a commercial presentation to the Board of Governance quarterly.

1.3.3.2 Membership

The members of the Management Board consist of:

- Institute President
- Institute Director
- Department Head(s)
- Institute Registrar
- Senior Administrator

1.3.3.3 Responsibilities

The purpose of the Management Board is:

- Commercial Decision Making
- Human Resources
- Facilities
- Marketing
- General Administration
- Make recommendations to the Board of Governance
- Review and implement operational recommendations based on academic reporting

1.3.4 Academic Council

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1.3.4.1 Aims

Dublin Institute of Design's Academic Council normally meets quarterly to discuss the academic quality assurance of the Institute. The Academic Council will typically appoint sub-committees to carry out investigations on its behalf and report back to the board with recommendations.

1.3.4.2 Membership

The membership of Dublin Institute of Design's Academic Council consists of:

- Chairperson: An Independent Chairperson appointed by the Board of Governance
- Academic ex-officio: Head of Department and all Programme Coordinators
- Academic nominated: one lecturer from each programme of study
- Registered learners: 2 (typically one male and one female)
- Other Ex-officio:
 - Institute President
 - Institute Registrar
 - Librarian/Head of Learning Resources

1.3.4.3 Responsibilities

The purpose of the Academic Council is to:

- Plan, coordinate, develop and oversee the Institute's educational provision
- Protect, maintain and develop the academic standards of the Institute
- Approve the design, development, and review of programmes of study and research
- Make recommendations to the Board of Governance for the establishment of appropriate structures to implement programmes of study and research
- Make recommendations to the Board of Governance for the selection, admission, retention, progression, graduation, and exclusion of learners
- Be responsible, subject to the approval of the Board of Governance, for making the academic regulations of the Institute
- Be responsible, subject to the approval of the Board of Governance, and subject to the requirements of the appropriate Accreditation Agencies, for regulations governing the conduct of assessment and examinations and for the evaluation of academic progress
- Appoint and nominate sub-committees to further review and develop the Institute's Quality Assurance standards

1.3.4.4 Sub-Committees

In the case of each of the Academic Council sub-committees outlined below, the person acting as chair will report back to the Academic Council and present the findings of each committee for approval or recommendations.

1.3.5 Quality Assurance Committee

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1.3.5.1 Aims

The Academic Councils Quality Assurance Committee meets every two months [or as required] to discuss and make recommendation on areas highlighted at the quarterly Academic Council meetings. The

Department Heads will report their findings and make recommendations to change existing or adopt new quality assurance procedures, policies and guidelines.

1.3.5.2 Membership

The membership of the Quality Assurance Committee will consist of:

- Department Head for Interior and Fashion (Chair)
- Department Head for Graphic and Web
- Registrar (Secretary)
- Programme Coordinator (2 No.)
Co-Option
- Institute Director

1.3.5.3 Duties

- To protect, maintain and develop the quality assurance policies, procedures and processes of the Institute
- Make recommendations to the Academic Council for the revision of existing policies & procedures
- Make recommendations to the Academic Council for the adoption of new policies & procedures

1.3.6 Examination Board

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1.3.6.1 Aims

The Academic Council's Examination Board will meet twice annually to discuss the results of all learners of the Institute prior to a Graduation period. The Examination Board will discuss the broad sheet of results of every learner prior to the issue of summer and autumn final transcript of results. The Institute Registrar will make a presentation to the Academic Council regarding the findings of the Examination Board.

1.3.6.2 Membership

Membership of the Examination Board will consist of:

- Institute Registrar (Chair)
- Relevant Department Head
- External Examiner
- Programme Coordinators
- All Faculty Staff involved in Assessment

1.3.6.3 Duties

- To ensure that the regulations pertaining to the academic assessments and standards of the Institute are implemented
- Make recommendations to the Academic Council for the awarding of results and certification

1.3.7 Programme Committees

1.3.7.1 Aims

In the interest of collating first hand information from lecturers and issues directly reported to them by learners, the Academic Council requires that each Programme Coordinator will hold monthly Programme Committee meetings with all lecturing staff within their department. Each month the agendas and minutes are issued to the relevant Department Head who will generate a quarterly Programme Monitoring report and present this report to the Academic Council.

1.3.7.2 Membership

The membership of the Programme Committees will consist of:

- Relevant Programme Coordinator (Chair)
- Appointed Secretary
- Programme Leader (if applicable)
- All teaching faculty within the relevant department
Co-Option
- Department Head
- Institute Registrar

1.3.7.3 Duties

- To monitor, review and make recommendations to improve the delivery and the learning experience of learners, for programmes in their care
- Maintain a continuous review of assessment methods and plans
- Review of learner progress ensuring mechanisms are in place for informed learner progression
- Acting as a formal channel of communication reporting to their Department Head in matters relating to programmes and programme monitoring / review
- Ensure current and changes to academic and quality assurance procedures are implemented and followed correctly
- Drive the development of the respective departments in line with the Institutes mission statement and strategic development plan

1.3.8 Programme Development Committee

1.3.8.1 Aims

A Programme Development Committee is appointed on behalf of the Academic Council by the relevant Department Head when a proposal for a new programme appears consistent with the direction and development strategy of Dublin Institute of Design. The Department Head will, at different stages throughout the programme development, present their finding to the Academic Council prior to the progression of the next stage of programme development.

1.3.8.2 Membership

The membership of a Programme Development Committee will consist of:

- Department Head (Chair)
- Appointed Programme Leader

- Subject Matter Expert
Co-Option
- Member of the Institutes Marketing Team

1.3.9 Disciplinary Hearing Committee

1.3.9.1 Aims

A Disciplinary Hearing Committee is formed on behalf of the Academic Council by a Department Head, if it is reported that a serious breach of academic regulations is reported to a Department Head by the Institute Registrar’s office.

1.3.9.2 Membership

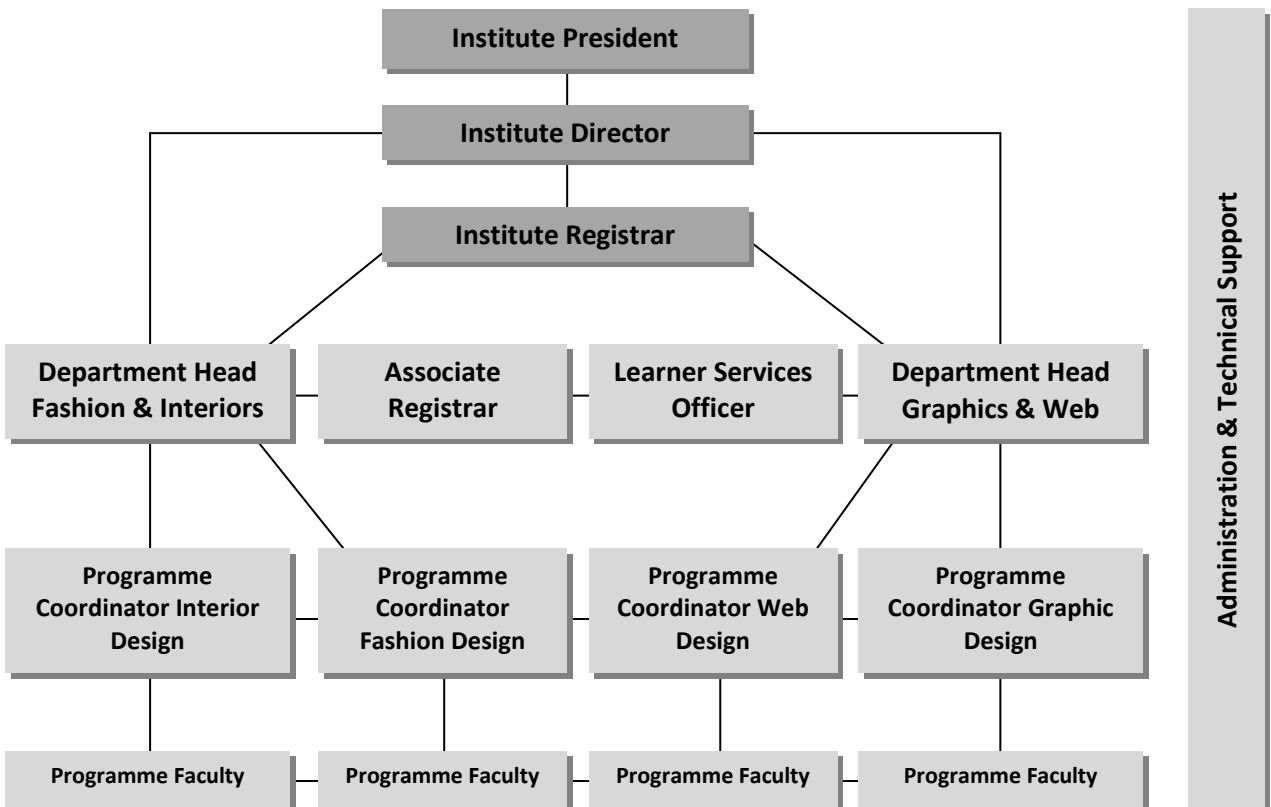
Typically the membership of a Disciplinary Hearing Committee will consist of:

- Department Head (Chair)
- Institute Registrar (Secretary)
- Relevant Programme Coordinator
Co-Option
- Relevant Lecturer(s)
- Learner Services Representative
- Class Representative

1.3.10 Roles and Responsibilities for Quality Assurance

1.3.10.1 Organisational Chart

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1.3.10.2 Department Head

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The key functions of Dublin Institute of Design's Department Heads are:

- To promote the Institutes engagement within the wider academic community
- Liaise between Academic Council and other Governing Bodies within the Institute
- Manage, and liaise with, appointed academic roles within the Institute, such as the Institute Registrar and Programme Coordinators, in the application of the Institute's Quality Assurance policies and procedures
- Monitor, and report on, the implementation of academic policy and procedures
- Collating, and reporting of, qualitative data
- To assign the duties, and manage the development of, faculty staff
- To oversee the selection, training and supervision of faculty staff
- Assist the Programme Coordinators with the department's annual budget
- Oversee the delivery and effectiveness of teaching staff
- Monitor the quality of the academic material developed and delivered within the Institute
- Ensure that the academic materials meet the standards and requirements of the relevant accrediting bodies
- Support the administrative staff in regard to learner complaints, requests and questions
- Liaise with an appointed Programme Development Committee in matters relating to proposed new, or monitoring of existing, programmes

1.3.10.3 Institute Registrar

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The key functions of the Institute Registrar are:

- To assist with the coordination and development of the Institute's academic policy through the Academic Council
- Implementation of Quality Assurance policies and procedures as directed by the Academic Council
- Implementation of Quality Assurance procedures for Learner Access, Assessment, Examinations, Graduation, and Learner Records
- Verification of learner transfer and progression
- Liaise with Accreditation Bodies with regard to Assessment and Quality Assurance Monitoring
- Quality Assurance Monitor for Academic Impropriety and Learner Discipline
- Collating and reporting quantitative data
- To act as Secretary to the Academic Council
- To act as Secretary to the Disciplinary Committee
- To Chair the Examination Boards

1.3.10.4 Programme Coordinators

REVISION 13.03



Programme Coordinators key functions are:

- The provision of accurate data on each learner in accordance with the approved assessment regulations
- Regular and timely feedback in relation to programme review
- Regular consultation with module lecturers regarding learner progress
- Advising the lecturer responsible for module, units or subjects to ensure that all learners are assessed fairly in relation to the learning outcomes of modules
- To advise the module, units or subject lecturers on matters of policy and good assessment practice
- To ensure that relevant people receive assessment data in good time and so enable internal and external verifiers to carry out their responsibilities satisfactorily
- To advise on amendments to existing modules or proposals for new modules following consultation with learners and lecturers
- To sit on the Academic Council

1.4 Relationships and Collaborations

1.4.1 Introduction

Dublin Institute of Design endeavours to maintain and continue to build relationships with key professional organisations. Communication and collaboration takes place in the form of membership by faculty staff and learners of relevant professional organisations and their attendance at various Institute and associate talks and meetings. The following is an example of some of the relationships forged by the Institute.

1.4.2 Professional Organisations

1.4.2.1 Interior Designers Association (IA) www.theinteriorsassociation.ie

As a specialist Institute in Interior Design, Dublin Institute of Design regularly attends the meetings held by the IA. Typically the relevant Department Head, or an alternative member of the management team, will attend the meetings and engage in suggestions that would be of benefit to learner Interior designers both within and outside of Dublin Institute of Design. Typically discussions would include course accreditation, definitions relating to Interior Designers, Decorators, Architects and Stylists, work experience available, potential competitions, and information interesting to learners on parallel courses. All our learners are encouraged to become associate members while in the Institute and full members once graduated, as Dublin Institute of Design is a recognised leader in delivering courses in Interior Design.

1.4.2.2 Institute of Designers in Ireland (IDI) www.idi-design.ie

Dublin Institute of Design sees the Institute at the forefront of design and encourages all learners to become members of the IDI. Dublin Institute of Design regularly incorporates competitions announced by IDI into studio time for learners here. This is to encourage learners to practise alternative techniques for design outside the confines of prescribed briefs, and to help develop a confidence in publicising their design work for viewing outside of the learning environment. As members of IDI learners are can avail of:

- Eligibility to enter the IDI Graduate Designer Awards
- Copies of useful National literature with information required on ethics contracts and copyright, pro-bono (downloadable from the Web site)
- National body acting behalf of its members
- Access to professional designers: the opportunity to meet designers and ask for portfolio consults
- National directories of members
- Opportunities to strengthen industry-related contacts through networking with strategic contacts.
- Access to the IDI mentoring and Learner Internship Programme
- Discounted admission rates for design based events
- Events and educational seminars geared to the interests of its members
- International contacts & benefits through IDI's membership in ICOGRADA, ICSID, BEDA, ECIA and IFI
- A listing in the IDI directory, including an option to link to members portfolios online
- Search the IDI job section

1.4.2.3 Irish Image Consultants Institute www.iici.ie

The IICI represent Ireland's top Image Consultants and Stylists. Established in 2007 The IICI are the Representative and Developmental body for Image Consultants and Stylists in Ireland. All of their members are professionally trained, having successfully completed an IICI or an equivalent recognised training course. The IICI currently recognise Dublin Institute of Design's course in Image & Styling, and are proudly represented on their website homepage.

1.4.2.4 Dublin Institute of Technology www.dit.ie

Dublin Institute of Design has established informal links with DIT, specifically regarding Interior Design and Visual Merchandising. Prior to providing Honours Degree programmes within Dublin Institute of Design, a number of this Institutes Diploma graduates advanced in to 2nd and 3rd year of the DIT Degree programme [Level 8] in Interior Design. Dublin Institute of Design is not only committed to providing high levels of education, we also encourage our learners to continue their studies through Higher Education wherever possible.

DIT also recognise Dublin Institute of Design's qualifications in Visual Merchandising and Advanced Visual Merchandising and considers these qualifications while processing advanced entry applications to 2nd year of their own Degree [Level 7] in Visual Merchandising and Display. As with Interior Design, we fully encourage all our learners to continue their studies in Higher Education.

1.4.2.5 Royal Institute of Architects of Ireland (RIAI) www.riai.ie

Due to the nature of design, legislation is of paramount importance for Dublin Institute of Design to impart a professional standard of design on its learners. Currently at least one registered architect is retained by this Institute as an external specialist to engage with projects regarding building regulation and current legislation. This ensures that the learners are apprised of relevant amendments and application of proposed new Statutory Instruments which may directly affect graduates of our courses.

1.5 Corporate Governance and Accountability

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Dublin Institute of Design is the trading name of Educational Design Developments Ltd, which is a company registered with the Company Registration Office, limited by shares. Company registration number: 212267. The company is registered in Dublin, Ireland, and the registered office address is at 25 Suffolk St, Dublin 2. Dublin Institute of Design is a private limited company and operates in accordance with the requirements set out in the Companies Act 1990

The directors are responsible for preparing the Annual Report and the financial statements in accordance with applicable Irish law and Generally Accepted Accounting Practice in Ireland including the accounting standards issued by the Accounting Standards Board and promulgated by Chartered Accountants Ireland.

To ensure that proper books and accounting records are kept in accordance with Section 202 Companies Act, 1990, the directors have employed appropriately qualified accounting personnel and have maintained appropriate computerised accounting systems. The books of account are located at the company's office at 25 Suffolk St, Dublin 2.

Section 2 ADMINISTRATION

2.1 Human Resources

REVISION 13.08

2.1.1 Introduction

It is the policy of Dublin Institute of Design to employ a sufficient number of highly qualified and committed staff to support its mission, and we value our human resources as an important stakeholder within the organisation. The Institute aims to spread an ethos of commitment, endeavour and respect within its existing teaching community, thereby handing on a quality service to its learners, which is sensitive to their academic and individual needs.

2.1.2 Staff Recruitment

2.1.2.1 Aims

Hiring the right person for the job is an important process for Dublin Institute of Design. The need is to balance the objective needs of Dublin Institute of Design with legal requirements in the recruitment area, including [but not exclusively] the requirements of the Employment Equality Act, Aliens Act, 1935, Data Protection Act, 1998.

2.1.2.2 Strategy

1

Selection procedures at Dublin Institute of Design are based on the job description and the objective requirements of the job, without bias on the grounds of the candidate's sex, marital or family status, age, disability, religion, sexual orientation, race, or membership of the traveller community. However, the objective of any recruitment and selection policy is to obtain the right person for the job. Equality legislation should not change this policy.

2

It is not discriminatory to refuse to recruit, or retain in employment, any person who will not undertake duties attaching to the post or accept conditions under which those duties must be done. The law requires that the person be available to do the work and be fully capable of undertaking that work.

3

Dublin Institute of Design will decide the necessary minimum qualifications, experience, aptitudes, personal qualities etc. for any post. It is important to note that certain minimum qualifications are already laid down by bodies which validate Dublin Institute of Design qualifications.

4

Identification of the type of employee required - full or part-time, temporary, seasonal, contractual, apprentices etc. is decided by the Management Board.

2.1.2.3 Recruitment Process

1

As part of the annual budgeting process, staffing and recruitment costs are accounted for prior to the new academic year. Only in exceptional circumstances should additional funding approval be required.

2

In cases where new or additional staff are required responsibility for recruitment will lie with the Management Board. In instances where faculty roles are to be filled the Management Board will liaise with the relevant Department Head and relevant Programme Coordinator.

3

The Institute acknowledges the need is to maintain a panel of lecturers that is of sufficient quality and sufficient number to meet the ongoing teaching needs and commitments of the Institute. The sufficiency of number shall be reviewed by the Management Board, relevant Department Head and Programme Coordinators at regular intervals. Where possible, such a need should be identified at least three months prior to the staff being required.

4

When a recruitment need has been identified and decision taken to recruit, the Institute will:

- Check its database of applicants for any extant appropriately qualified candidates
- Advertise in the National press and/or appropriate on-line vehicles

5

All recruitment ads will include a response deadline

6

All applications received, whether in response to recruitment advertising or not, shall be screened and acknowledged by the Institute Director. Suitable applicants are forwarded to the Institute President and relevant Department Head for short listing or rejection.

7

Every application received will be kept in accordance with data protection procedures

8

The Institute President shall have the final decision as to which candidates to invite to interview, though he will seek the advice of his management team in taking that decision.

9

An interview panel will be appointed by the Management Board, comprising at least two members from the following: the Institute President, the Institute Director, Department Head, the Institute Registrar, and Programme Coordinators.

10

Dublin Institute of Design has available for the Interview Panel, "Guidelines for Interviewers" including questions which should and should not be asked at interview, as outlined in the Institute's Staff Recruitment policy.

11

An interview process of at least two stages is used for all roles. Lecturer candidates may be requested to give a micro-teaching presentation/demonstration.

12

All interview candidates will be contacted by a member of the interview panel, within seven days of the interview, notifying them of the decision taken by the interview panel [i.e. offer of employment or to second interview or rejection].

2.1.2.4 Offer of Employment

1

Dublin Institute of Design will make a written offer of employment once satisfactory reference checks have been made.

2

All employees are entitled to a written statement of their terms and conditions of employment within one month prior to commencement of employment.

3

On acceptance of the offer of employment, Dublin Institute of Design will require the following from each new employee:

- Written acceptance of job offer
- P 45
- Dublin Institute of Design Employee Form giving details of current address, permanent address (if different), telephone and mobile telephone numbers, email address etc.
- Any other documentation as deemed necessary at the time of employment.

4

No employee will be paid without receipt a signed contract of employment by the Institute President.

2.1.3 Staff Management

2.1.3.1 Contracts of Employment

All employees will receive a contract of employment from Dublin Institute of Design prior to the commencement of their employment. Staff will also receive a Staff Handbook containing guidelines for conduct and learner engagement. All staff receive a revised copy of this handbook when they renew their contracts or at the start of a new academic year. The handbook will also contain procedures on bullying, harassment, grievances, disputes and discipline.

2.1.3.2 Contract Terms & Conditions

All contracts include:

- Full name and address of the employee and Dublin Institute of Design
- Place(s) of work
- Job title and nature of the work
- Commencement date of the employees contract



- Rate and method of calculation of remuneration
- Payments are made monthly in arrears by credit transfer
- Terms and conditions in relation to hours of work including overtime
- Terms and conditions in relation to paid leave
- Sick Leave Policy
- Force Majeure Policy
- Compassionate Leave Policy
- I.T. Policy
- Bullying and Harassment Policy
- Disciplinary Procedures Policy
- Grievance Procedures Policy
- Period of notice
- Lay-off and short time
- Termination of employment
- Confidentiality

Contracts must be signed by the employee and the Institute Director.

2.1.3.3 Probationary Period

All employees are subject to a probationary period. This varies depending on the type of contract of employment but generally will not exceed 6 calendar months. This duration can be extended at the discretion of the management: however notice will be given to an employee one month prior to any extension of a probationary period, not to exceed 11 months. During the probationary period employees' progress will be reviewed, tested and recorded. During the time, either party, in accordance with the Minimum Notice and Terms of Employment Acts (1973-1991) may terminate the contract.

2.1.3.4 Personnel Records

Personnel records are kept up to date by the Institute President. Information that forms part of the personnel records include:

- Initial Correspondence
- Signed contract of employment
- Details of training received
- Attendance and time-keeping
- Holiday records
- Sickness record
- Disciplinary record and any correspondence referring to grievance or disciplinary procedures
- Appraisal records
- All information pertaining to participation in CPD [Continuous Professional Development]
- Any correspondence referring to grievance or disciplinary procedures
- Record of Exit Interview

All Employee Data records comply with the Data Protection Act 2003.

Exit interviews are made available to all employees though these are not compulsory.

2.1.3.4 Enforcement of Equal Opportunity Policy

Dublin Institute of Design is committed to the equality of opportunity for existing and potential employees, by promoting a work environment free from discrimination in: gender, marital status, family status, race, religion, sexual orientation, disability, age and member of the travelling community. This list is not intended to be exhaustive. Dublin Institute of Design will take appropriate disciplinary action towards an employee who fails to follow Dublin Institute of Design's Equal Opportunities Policy.

All employees with similar job descriptions or performing similar functions/roles within this company will be treated equally with regard to all aspects of their terms of employment, i.e. working conditions, selection for short term working, transfers, procedures for disciplinary measures and termination of employment.

Any employee who feels that they have been treated unfairly in terms of access to employment, conditions of employment, training, work experience or promotion, regarding reclassification of posts should follow and apply Dublin Institute of Design's Grievance Procedure.

As cases referring to discrimination on any grounds have to be lodged not later than six months from the date of the first alleged breach of the 1998 Act which led to a charge of discrimination, except where a reasonable cause can be shown, all personal records of potential/past employees will be kept for one year after either the termination of application for employment, training or promotion.

2.1.4 Staff Development

2.1.4.1 Aims

Staff development is any measure undertaken by individuals, teams or organisations to improve their skills, knowledge and abilities particularly as they relate to the workplace and from which added value can be ascertained. The Institute sees its primary role as a teaching institution and views staff development as an essential feature supporting this role. The Institute takes a proactive role in staff development to assist the attainment of its strategic goals.

2.1.4.2 Procedures

- It is the responsibility of all senior staff to encourage the identification of staff development needs. This may be through the formal staff appraisal scheme or through staff feedback mechanisms
- The Institute requires its employees participate in the annual staff appraisal process
- Staff new to the Institute will receive induction training to assist them in adjusting to their work environment, roles and responsibilities
- Staff development will take the form of seminars, conferences, mentoring, workshops, individual advice sessions, continuous professional development or progressive education

2.1.4.3 Staff Appraisal

The Staff Appraisals are an integral part of the Institute's overall processes to assist with development of staff. They provide a means whereby individual and Institute roles and expectations can be clarified and developed.

Staff appraisals are a non-punitive mechanism which affords all staff in the Institute the opportunity to engage in discussion about their development needs and support requirements. All staff are required to take part in the appraisal process. The main purpose of the procedure shall be to identify, any areas that

will enhance the continuous professional development of individual members of staff. The appraisal shall also be an opportunity to consider the needs of the Institute and how those needs will impact on the individual.

- It is the goal of Dublin Institute of Design to ensure that the appraisal will be fair and objective.
- The appraisal is held annually
- The appraisal is undertaken by the Institute President together with either a Department Head or the Institute Director
- All staff members will be notified at least 10 working days before the appraisal date
- Prior to the appraisal, an Appraisal Form must be completed by the staff member and returned to the appraiser, at least 3 working days prior to the appraisal date
- If the appraiser wishes to discuss any matters not covered in the returned Appraisal Form they will normally indicate this intention to the staff member in advance of the meeting's scheduled date
- Both parties shall sign the Appraisal Form to indicate the appraisal process has taken place
- The appraisal meeting and Appraisal Form shall be confidential to the staff member and senior Institute staff, notwithstanding that information collated from the process may be used to enhance the day to day operations of the Institute
- All staff shall receive feedback on their own appraisal, and a copy will be stored on their personnel file

2.1.4.4 Peer Observation

Peer observation is a means of obtaining feedback on teaching. A colleague will attend a teaching sessions. The lecturers discuss it, prior to and after the session, and comments are issued to the Department Head. A teaching colleague can provide feedback on what went well and suggest changes that might improve the teaching session. A lecturer can also ask for feedback on specific areas. Peer Observation of Teaching is designed to maintain high standards of teaching through a system of self regulation and mutual support within departments.

The aim of peer observation of teaching at Dublin Institute of Design is to enhance teaching quality by encouraging reflection on practice. It is intended to help maintain and improve standards by spreading good practice, encouraging the exchange of views and providing opportunities for staff to learn about and discuss new or alternative teaching approaches. Peer observation of teaching is also intended to enhance the professional development of teaching staff through reflection, constructive feedback and participation in training associated with the process.

Peer observation should be seen as one amongst a number of processes that Dublin Institute of Design may use to manage and enhance the quality of their teaching provision and to promote staff development. It is monitored by the relevant Department Head and reported to the Management and Academic Councils.

The following principles underpin Dublin Institute of Design's approach to Peer Observation of Teaching:

- It is a developmental rather than a judgemental process.
- Feedback given should be formative, not summative.
- The process should be sufficiently flexible to respect the pedagogical differences between disciplines.

- Outcomes are confidential to observer and observed and must be disengaged from rewards, penalties and line management.

All that will be recorded for Management records is that Person X observed Person Y on Date Z. This is in keeping with the view that the outcome of peer observation must be confidential and disengaged from rewards, penalties and line management. The complete process for Peer Observation is outlined in the Staff Handbook under the Staff Development section.

2.2 Facilities and Equipment

REVISION 13.08

2.2.1 Aims

A programme can only be properly implemented if adequate facilities, including offices, classroom space and I.T. facilities are provided. It is the responsibility of the Institute Director to ensure that the physical resources available are sufficient for the successful delivery of the programmes to the learners. The library must contain books, journals, and other reference material sufficiently varied and up to date for collateral reading in connection with the instructional programmes and later professional work. Computer facilities for learners and staff must be adequate to allow and encourage their use during study. Computer equipment must be appropriate for searching information resources and for all relevant computer applications e.g. CAD.

2.2.2 Procurement and Refurbishment of Buildings

Dublin Institute of Design regards facilities as very important for learners and teaching staff. Within the boundaries of budgetary constraints, the Institute has always and will continue to endeavour to improve and upgrade facilities on an ongoing basis. The following steps are taken to ensure that refurbishment and / or procurement of facilities is ongoing:

- A need is identified by the Institute following the submission of a report or audit by Programme Coordinator or relevant Department Head
- Costings are prepared and evaluated
- Where necessary, tendering for the project, assessment of tender and appointment of contractor is undertaken
- Initiation of construction and / or refurbishment is commenced within a specified time frame and within a controlled environment that meets with health and safety regulations
- Completion and inspection of facility / refurbishment

2.2.3 Maintenance of Facilities

Estimates are made at the start of each academic year with regard to the projected costs to be incurred in the upkeep, maintenance, cleaning and general repairs of the facilities. Where required, contracts are tendered for repairs and or refurbishments. Dublin Institute of Design's premises and/or equipment used by the External Examiners, employee, learners or other stakeholder of the Institute shall be safe for use, in a state of good repair and fit for purpose.

2.2.4 Allocation of Resources

Timetabling and scheduling of rooms is completed in advance of the commencement of the academic year. Discussion and consultation between the Programme Coordinators and the relevant Department Head takes place to assess the exact requirements for each module on offer. A schedule of room utilisation is devised to ensure a fair and even distribution of the allocation of rooms for studio, lecturing and computer based learning.

2.2.5 Facilities Reporting

Facilities are examined and reported on by the Institute Director to ensure that they are fit for purpose. A facilities report is developed that will contain information arising from:

- Risk Assessment
- Actions from Management Meetings
- Maintenance Contracts
- Third Party Vendors

Facilities reports are presented to the Management Board and where deficiencies are identified, corrective action is then taken to remedy the deficiency. The mechanism of facilities reporting is to be largely pro-active in anticipation of the forthcoming academic year.

2.3 Library and Information Resources

REVISION 13.08

2.3.1 Aims

The aim of the library is to provide learners at Dublin Institute of Design with reading and reference resources they need in order to progress with their chosen course of study. The library's function is to ensure that accessibility to research material is user friendly and encouraged by a convenient lending service.

2.3.2 Library Information

2.3.2.1 Opening times

The Library is open throughout the year. The Library Information Desk opening hours are displayed outside the Library, and on the Institute website. Learners are welcome to use the study room and the computer terminals, and browse the collections within the Library outside the scheduled opening times. There is also a facility for learners to reserve and return library books and equipment outside the scheduled opening times. The Institutes Online Public Access Catalogue [OPAC] is available to search by all members of the public.

2.3.2.2 Study Room

A study room is available adjacent to the library, which learners are welcome to use, throughout the year, at any time that Dublin Institute of Design is open. This is intended to be a quiet space where

learners can study. Acceptable usage of the Institute's Internet Policy applies to use of computers in the Study Room.

2.3.2.3 Scanning, Printing & Photocopying Facilities

Photocopying facilities are available for learners to use. Information relating to copyright law is displayed in the library, and learners are expected to be aware of, and comply with, these regulations. The library also has scanning facilities for learners to use should the studios or computer labs where other scanners are located are in use. This is a free service, however, printing will incur a fee. Colour printing is available at reception. The Institute's copyright agreement with the ICI applies.

2.3.3 The Collection

The library has a growing collection of materials relating to each of the disciplines that is taught at Dublin Institute of Design. There are a minimum of two copies of the books on the critical reading list for each module, as well as abundant supplementary materials. The books are shelved according to classification, with the books relating to each discipline shelved together. Learners are very welcome to peruse and borrow any of the books in the library. There are a wide range of magazines and journals relating to various aspects of design, as well as a selection of product catalogues and samples of materials. The Institute Library subscribes to a range of journals, which are periodically reviewed by the respective Programme Committees. Dublin Institute of Design considers all proposals for subscriptions to design based journals for direct learner access both online and hard copy.

2.3.4 The OPAC System

The Institute library's OPAC (online public access catalogue) is available online and can be searched from anywhere. The collection can be searched under Keyword, Title or Author. Critical research documents or written dissertations are also made available to download directly from the OPAC system in PDF format once they have met the library's criteria and have been accepted in to the Institutes catalogue of learning resources.

2.3.5 Lending Procedures

2.3.5.1 Borrowing

1. Learners are required to present their learner card, at the Library Information Desk when borrowing items.
2. Items may only be borrowed when the Library Information Desk is open.
3. Learners may borrow up to two items at a time. Learners may borrow additional items, but this will be at the discretion of the Librarian, whose decision will be based on the level of demand for the items in question.
4. The loan period for most items is two weeks.

2.3.5.2 Renewals

Items may be renewed an unlimited number of times, as long as they are not requested by another learner. If an item is requested by another learner, the item must be returned on or before the next due date. The Library Catalogue web-page will indicate whether items have been requested by a subsequent

learner. A learner must contact the Institute Librarian to renew any material. If sending an email, the learner must give adequate details to identify their library account, specify the items to renew, and check whether the item has been requested by a subsequent learner. If it has, it will not be renewed.

2.3.5.3 Returns

Books are to be returned at the library desk. If the library desk is closed, books may be returned to Main Administration. It is the learner's responsibility to ensure that books are returned to a member of Dublin Institute of Design Administration Staff who is prepared to take responsibility for them.

2.3.5.4 Fines

The fine for overdue books is €0.50 per day. This includes Saturdays and Sundays. For instance, if a book is returned an entire week after the due date, the fine will be €3.50. The amount of an overdue fine may be increased at the end of term in order to ensure that all learners have an opportunity to access the resources that they need. If this step is taken, details will be communicated clearly, both verbally by the Institute Librarian upon lending the book, and also by way of posters in the library and a notice on the OPAC system. If a learner accumulates fines of more than €5.00, they will be unable to borrow items until the difference is cleared. All fines must be paid in full before graduation.

2.3.5.5 Loss of Books and Damage to Books

If a Library book is damaged or lost, the learner who withdrew the book from the library will be fined the cost of replacing the book, or be required to replace the book yourself within four weeks. If that book is out of print, the cost will be no more than €80.

2.3.5.6 Requesting and Reserving Books

If a book or resource requested is on loan to another learner, the learner's name may be added to a waiting list for that book. A learner must contact the Institute Librarian, specifying the title and barcode number of the book, as well as the date upon which you will be visiting the library to borrow the book.

In the case of an email, the item is not to be considered to be "on request" until a reply stating that this is the case is sent, and until your Library Profile page says that this is the case. A maximum of two books per learner can be on request at any given time.

2.3.6 Short Loan Items

Certain items may only be borrowed during the course of one day, and may not be removed from the building. These include *Critical Research Projects* and *Design Journals* submitted by previous Dublin Institute of Design learners. Learners are encouraged to borrow these items in order to see examples of the format and content of previous learners' work. Learners are welcome to photocopy portions of these books, in keeping with copyright regulations.

2.3.7 Equipment Lending

Learners are welcome to borrow a Digital SLR Camera from the Library for a 24hr period. A €50 deposit is required and an Equipment Loan Agreement Form must be signed by both parties. Please ask the Librarian for a copy of this form.

2.3.8 Letters of Introduction

If a specific item that the Institute library does not hold and it is critical to a learners studies or project work, a Letter of Introduction to allow you to visit a Library within another third level institution. This will not afford the learner to borrow resources. The form is available from the Librarian and will need to be signed by both the relevant module lecturer and the Librarian. The Institute also recommends to the learners the following libraries which are aimed at design learners and are by prior arrangement between the Institutes:

- **University South Wales**
All learners registered with the University South Wales have access to online journals, and databases as well as access to the online learning resources, Blackboard where all learning resources are posted.
- **Dublin Institute of Technology, Mountjoy Square, Dublin 7**
Annual subscription allowing for the removal of 2 books simultaneously costs €60 and gives access to the largest design based library in Dublin with emphasis on Interior, Architecture, and Graphic Design. Learners will have access to dissertations, theses, periodical journals and online catalogues unique to DIT.
- **Trinity College Berkeley Library, Institute Green, Dublin 2**
Learners have access to Trinity Institutes library on Saturdays under the following conditions:
 - 1) The publication must be unique to Trinity’s library, and not available in a public library
 - 2) Trinity College must allow the learner temporary access to their premises.
- **National Collage of Art & Design, Thomas Street, Dublin 2**
Dublin Institute of Design have formalised lending procedures between the libraries. By means of prior arrangement through the Institutes “*Letter of Introduction*”, learners may access the NCAD collections. NCAD may then grant that learner limited access.

The above arrangements have been previously granted, and as such Dublin Institute of Design has developed an understanding and respect between the lenders. Learners are encouraged to use local public libraries, especially in the case where learners have to travel large distances between counties to attend their scheduled courses.

2.4 Record Management and Data Protection

REVISION 13.02

2.4.1 Filing Systems

Main Administration is responsible for keeping track of files. Typically staff other than senior management should not access directly and learner files. In the event that this is not practicable, it is the responsibility of all staff to ensure that they have notified the Head Administrator if a file needs to be accessed or amended. All documents relevant to a learner or applicant’s file should be passed to the main Administration as soon as possible, who utilise the following guidelines:

- All hard-copy documents must be filed as soon as it is possible to do so.
- All applicant and learner related hard-copy documents must be placed in chronological order in the appropriate file and stored securely on site within Dublin Institute of Design.

- All other hard-copy documents must be placed on the appropriate file as appropriate.
- Any queries in relation to the appropriate file that a particular document should be placed on should be directed to main Administration.

2.4.2 Data Management

The Institute provide guidelines to Programme faculty and Institute staff on the handling of confidential documents and other forms of confidential information retained at the Institute relating to the learner cohort and applicants who apply for programmes at the Institute. The Institute fully complies to all guidelines and legislation published relating to this matter (www.dataprotection.ie).

Dublin Institute of Design will:

- Obtain and process the information fairly
- Keep it only for one or more specified and lawful purposes
- Process it only in ways compatible with the purposes for which it was given to you initially
- Keep it safe and secure
- Keep it accurate and up-to-date
- Ensure that it is adequate, relevant and not excessive
- Retain it no longer than is necessary for the specified purpose or purposes
- Give a copy of his/her personal data to any individual, on request

2.5 Learner Information Systems

REVISION 13.08

Managing learner information is a core function of Dublin Institute of Design. Learner information is managed by a central Management Information System, commonly known as 'the database'. The database is managed by main administration and learner data secured on this system includes:

- Personal details
- Contact information
- Financial Information

The Institute Registrar's Office retains all academic records for learners indefinitely. The information retained by this office includes:

- Continual assessment results
- Stages completed
- Subject choices
- Results
- Awards conferred and classification
- Mitigating circumstances
- Letters / Applications pertaining to results
- Transcript of Results
- Broadsheet of results

2.6 General Learner Support

REVISION 13.08

Learner Support is understood by Dublin Institute of Design as a team approach to caring for the learner in a holistic manner i.e. the physical, emotional, psychological and spiritual wellbeing of the individual. Learner Support is provided formally from 10am to 6pm on each teaching day and by appointment outside of these hours, by appointment where possible. Learners are also encouraged to discuss any aspect of lecturer feedback or grading. The Institute actively schedules tutorials for this purpose.

Due to the central location of Dublin Institute of Design, locations and contact information of local amenities such as counselling services, local doctors or nurses office, rape crises centre, an Garda Síochána, and if applicable, locations of International Embassies are made available to learners via clearly organised posters, and notice boards adjacent to the learner break room.

2.7 Health, Safety and Welfare

2.7.1 Health and Safety within the Institute

Dublin Institute of Design is committed to maintaining a high standard of health, safety and welfare for all of it's stakeholders within the Institute. Please refer to the Institute's Health, Safety and Welfare policy for the following:

- Health And Safety Policy
- Employee Duties
- Safety Consultation
- Safety Representative
- General Health And Safety Measures
- Workplace
- Use Of Equipment
- Manual Handling Of Loads
- Work Stations
- Electricity
- Protection Against Electric Shock In Normal Conditions And In Fault Conditions
- Emergency Duties
- First Aid
- Notification Of Accidents And Dangerous Occurrences
- Accident Investigation Procedures
- Dangerous Occurrences
- Training
- Cleanliness
- Supply Of Drinking Water
- Facilities For Taking Meals
- Fire Prevention
- Fire Safety Policy
- Fire Safety Procedures

2.7.2 Specific Support Procedures for Learners

2.7.2.1 Aims

Dublin Institute of Design takes a positive approach in providing a range of flexible and responsive assessment strategies and variations in methods of assessment. It aims to provide the same access to assessment for candidates with requirements for special needs as for all other candidates. Dublin Institute of Design seeks to remove barriers within the assessment process that place candidates with special needs or circumstances at a disadvantage, without thereby affording them an advantage over other candidates. The following procedures provide some examples of how this policy may be applied.

2.7.2.2 Learner Registration

If learners indicate on their application form that they have a medical or learning disability, the relevant Department Head will discuss any particular needs at a scheduled interview. As the definition of disability can vary dramatically, learners are asked if “they consider themselves to have a disability”. This allows the learner to reveal (confidentially) any particular physical, mental or emotional difficulties they may be suffering from and. If applicable, the learner is encouraged to apply for financial support from the Department of Education.

2.7.2.3 Dyslexia

To help create a level playing field for learners with dyslexia, Dublin Institute of Design adopts the following approaches to (i) Teaching and (ii) Assessment:

i. Teaching

- Provide early access to reading lists, annotated to help slow readers prioritise
- Provide lecture outlines and handouts in advance, plus electronic presentations
- Allow tape recording so a learner can make effective notes later
- Introduce new vocabulary with examples in context
- Provide copies of power-point notes and images
- Give time to note key points from white board/flipchart
- Give time to think before answering a question
- Recognise anxiety levels may increase when giving presentations and assessments
- Try to forestall criticism of other learners in response to speech difficulties

ii. Assessment

- Additional time in exams for reading questions and writing answers
- Separate accommodation provided if using word processor

Learners must provide evidence of dyslexia from a recognised psychologist. This report will with the Registrar’s Office, who will record the learner’s case and that learner will be issued with a set of red stickers. This sticker should be inserted into the inside front cover of an assignment or examination script to flag to the examiner that the learner’s programme work/project be marked sympathetically.

2.7.2.4 Hearing Impaired Learners

Dublin Institute of Design will implement a hearing induction loop if required by learners, and recommended by a reputable medical practitioner. Tape recorders will be provided to learners with substantial residual hearing to replay words which at first are difficult to hear. Speech-to-text reporting may be used when verbatim transcripts are needed. This will be achieved via the signing off of the

appropriate Health Board forms to secure software for the learner as well as providing him/her with a transcript of the class lectures.

The Institute will augment the aural with written materials, as follows:

- Lecture outlines and copies of overheads for learners and human assistants
- Glossary of specialist terms and concepts for lip readers and interpreters
- A record of key points in fast moving discussions
- Advance information on tasks and activities
- Subtitles or transcripts for video or other a/v materials
- Text alternatives or subtitles for sound clips
- Changes to venues, and dates announced in lectures or classes

2.7.2.5 Visually Impaired Learners

Learners who are visually impaired will be eligible to apply to the department of education for the equipment to aid their learning. Though most Design based programmes are a very visual discipline, the Institute would welcome any innovative technologies or supports that would enable severely visually impaired learners to meet assessment criteria.

Learners with less severe visual impairments can be supported through any of the following:

- i. Assistive Technologies including:
 - Screen enlargement software
 - Text to speech software
 - Screen reading software converting screen to speech
 - Using a scanner and saving documents to disc - meaning that learners can access materials in ways that suit their individual needs
 - Other equipment and personal support in the forms of:
 - Hand held magnifiers
 - Tape recorders
- ii. Readers who read or record text.
- iii. Scribes may be used in exams to provide dictated answers.
- iv. Equipment for specific purposes e.g. talking calculator, talking thermometer
- v. Additional Time for assignments
- vi. Visually impaired learners are permitted to be accompanied by their guide dog in class. Appropriate handling and familiarisation and training programs will be taken by relevant staff.
- vii. Extended submission dates, where appropriate, and agreed by the academic board in advance of delivery of the project or exam.

2.7.2.6 Physical Impairment: Permanent & Temporary

In cases of physical impairment or temporary incapacities, candidates may be allowed the use of a reader, scribe and/or interpreter, extra time allowance and appropriate mechanical/electronic aids. In severe cases of physical impairment, a reallocation of resources may be accommodated to the ground floor with sufficient notification. Additional facilities as needed will be sourced by the Institute.

2.8 Communication with Industry, Society and the Public Service

REVISION 13.08

2.8.1 Communication with Industry

Dublin Institute of Design has established a variety of links with key members of industry and the public service. Communication takes place in the form of live briefs which allow learners to collaborate with members and companies from industry. Guest speakers from industry invited to Dublin Institute of Design share their knowledge and experiences with learners through lectures and presentations.

2.8.2 Communication with Society

Dublin Institute of Design holds and participates in a variety of exhibitions, shows and open days throughout the year in which learners and the general public are invited to attend. Staff also guest lecture and provide presentations for Dublin Institute of Design at public exhibitions and expos based on their industry knowledge and experience.

Exhibitions and shows include:

- Which Course Exhibition
- Dublin Institute of Design End Of Year Exhibition
- Dublin Institute of Design Catwalk Show

2.9 Innovation and Knowledge Translation Services

REVISION 13.08

It is the policy of Dublin Institute of Design to provide a high standard of education and learning by implementing, monitoring and evaluating innovation and knowledge translation services.

Innovation and knowledge translation is defined as a dynamic and iterative process that includes the synthesis, dissemination exchange and application of knowledge to improve and strengthen the educational services, administration and practice standards within Dublin Institute of Design.

Staff are encouraged and supported to keep updated with personal professional development. This includes the acquisition of new knowledge, skills and attitudes to enable competent practices and meet the needs of learners.

Dissemination and synthesis of information within Dublin Institute of Design takes place in the form of:

- Briefings
- Standardisation
- Board meetings and committee meetings
- Educational and research sessions within management and staff
- Monitoring and positive development of staff through appraisals and learner feedback
- Monitoring and positive development of learners through tutorials and critiques

Section 3 INFORMATION AND COMMUNICATION

3.1 Repository of Quality Assurance Policy and Procedures

REVISION 13.03

Dublin Institute of Design strives to achieve high quality in all its activities concerned with the provision of education and training. This is achieved by communication mechanisms throughout the organisation to ensure clarity and transparency in all matters relating to the adherence to and the implementation of the Institute's Quality Assurance Policy. Secure digital and hard copies of records, transcripts, minutes, agendas and reports are regularly updated and referred to by all relevant members of staff.

3.2 Repository of Regulations and Codes of Practice

REVISION 13.08

Dublin Institute of Design makes every effort to maintain up to date records of all pertinent regulations and codes of practice relating to the on going quality assurance of the Institute. The Institute sends key members of academic staff to seminars relating to changes in national, European and international educational policies.

A repository of these regulation and statutory documents is maintained for access by all staff on a central server, and key documents highlighted to relevant staff for reference. In establishing its Quality Assurance Policies and Procedures, Dublin Institute of Design consulted, and was informed by, the following documents:

- **European Standards and Guidelines for Quality Assurance 2009**, Helsinki 3rd edition
Published by European Association for Quality Assurance in Higher Education
- **Quality Assurance in Further Education & Training Policy Guidelines for Providers**, version 1.3
Published by Further Education And Training Awards Council, Ireland
- **FETAC Provider Quality Assurance Policy**
Published by Further Education And Training Awards Council, Ireland
- **HETAC General Validation Handbook 2010**, version 1.1
Published by Higher Education And Training Awards Council, Ireland
- **HETAC Guidelines and Criteria for Quality Assurance Procedures in Higher Education and Training**
Published by Higher Education And Training Awards Council, Ireland, June 2011
- **HETAC Policy on Assessment and Standards**, 2009
Published by Higher Education And Training Awards Council, Ireland

- **HETAC Core Validation Policy and Criteria, 2010**
Published by Higher Education And Training Awards Council, Ireland
- **HETAC Provider Monitoring Policy, 2010**
Published by Higher Education And Training Awards Council, Ireland
- **HETAC Effective Practice Guidelines for External Examining, 2010**
Published by Higher Education And Training Awards Council, Ireland
- **Irish Higher Education Quality Network's Common Principles for Follow-through on Quality Improvements identified through Quality Reviews, Dec. 2009**
Published by Irish Higher Education Quality Network
- **Irish Higher Education Quality Network's Common Principles for Learner Involvement in Quality Assurance/Quality Enhancement, Dec. 2009**
Published by Irish Higher Education Quality Network
- **Policies, Actions and Procedures for Access, Transfer and Progression for Learners**
National Framework of Qualifications, Oct 2003

3.3 QA-related information on Website

REVISION 13.03

Dublin Institute of Design ensures that all relevant information is accessible to stakeholders. Learners are encouraged to read through Quality Assurance and relevant syllabus information that is published on the websites of respective accreditation bodies. Any changes to key policies or procedures will be indicated to all registered learners affected.

Minutes of meetings directly concerning class representatives are issued to all class representatives and additional copies made available on request. Policies are regularly printed and issued to relevant parties when appropriate. All policies and procedures are available on the Institute's website. Important and relevant policies are outlined to learners in person on their induction into their programme. The Institute entertains all comments and suggestions regarding implementing policies and/or procedures from any or all affected parties.

3.4 ICT in the Context of Programme Provision

REVISION 13.08

Dublin Institute of Design prides itself in its delivery of practical, studio-based courses. In order for the learners to gain maximum benefits from the delivery of the lessons, it is encouraged that all learners participate in class where possible. For this reason, the Institute believes that the physical learning environment is the best solution allowing the learner to develop creatively and academically through learner-centred projects and activities. To allow utmost interaction and ease of information, the Institute regularly updates its website, library search platform, and social media pages.



NETWORK ACCESS

Should a lecturer wish to share electronic copies of files to learners the facility is available through the common, subject specific, learner network access. This facility is utilised by lecturers in the dissemination of tutorial work or additional electronic resources.

Section 4 INSTITUTIONAL RESEARCH

4.1 Supporting Institutional Review

REVISION 13.08

4.1.1 Self-Evaluation Report

The self-evaluation report provides information under the following headings in respect of validated programmes:

- Academic processes used to carry out the self-study
- Quality Assurance Procedures relating especially to teaching and learning
- Learner enrolment and assessment statistics for the previous five years must be provided per Programme
- A brief description of the development of each Programme, highlighting any changes implemented or proposed, must be provided.
- The report of the previous PRG or new Programme Evaluation group, where applicable, must also be appended.
- The procedures in place for the assessment of learners.
- The assessment of learners will be assessed in terms of whether they are:
 - Fair and consistent and comply with standards determined by the relevant external accreditation body
 - Effective in measuring the learner's attainment of the intended learning outcomes
 - Contribute to the total learning experience
- Encourage creativity and originality in demonstrating achievement of the intended learning outcomes
- Employment and further studies where available
- National and international transfers
- Review of teaching facilities
- A description of the most significant changes since the last Evaluation
- Deployment and development of academic staff: Details of staff appointments over the previous five years, projections for the next five years, and staff deployment within the Institute. Curricula vitae of staff appointed since the previous programme review in addition to significant changes to existing staff curricula vitae. Include details of training and development undertaken by staff.
- Links with relevant employers and the wider community: The purpose of this section is to establish the extent to which the Institute is actively engaged in monitoring developments in the world of work and the wider community in order to maintain a high degree of relevance in its Programmes and in its research activity.
- **Research:** Include relevant undergraduate research carried out by Learners in the previous five years together with the plans for the next five years where applicable.
- **Programme delivery methodologies:** Include information in relation to teaching, such as plans to consider new types of educational technology, teaching strategies and methodologies.

- **Adult and continuing education:** Include information in relation to the provision which has evolved in Dublin Institute of Design over the previous five years.
- **Development Plan:** Include plans for likely new programmes during the succeeding five years.
- **Programme Submission:** Incorporate revised aims and learning outcomes, revised Programme schedule, revised syllabi, and an updated assessment plan presented in the prescribed format for each programme.

4.1.2 Stages in the Development of a Self Evaluation Report

The Registrar is responsible for devising a plan for undertaking self-evaluation including an appropriate time-frame.

- The self evaluation should normally begin by the start of year 4 (of the five year cycle). The Registrar will present regular progress reports to the President and the Academic Council until the Programme Evaluation is successfully completed.
- The draft self-evaluation report must be prepared in accordance with best international practice and relevant external accreditation body procedures and guidelines.
- The draft self-evaluation report must be submitted to the Academic Committee, not later than August 1st in Year 5 (of the five year cycle).
- The Academic Council will examine the draft self-evaluation report in terms of the Institute's Strategic Plan and the Institute's resource planning.
- When the Academic Council is satisfied with the content and standard of the draft self-evaluation report and the accompanying documentation it will authorise the Registrar to forward the documentation to the Peer Review Group. The names of the PRG would have been approved by the Academic Council in advance together with a draft agenda and a date to carry out the Programme Evaluation.

4.2 Supporting Quality Assurance

REVISION 13.02

Quality assurance can only be achieved by ensuring that individual staff members, each working as a member of a team, have a role and duty in setting the highest academic quality standards. To this end, the Academic Council has developed the processes and procedures involved in implementing programme quality assurance in the Institute and these are kept under continuing review.

This Policy Document is a working document and is reviewed and updated periodically in the light of experience in implementing its procedures and feedback received from staff, learners and outside interests. All Institute stakeholders, including all learners and staff, are invited to recommend improvements in the document arising from their experience.

It is acknowledged that the Institute's management is directly responsible for promoting a quality assurance ethos and in ensuring that this culture takes root and becomes an integral part of the Institute's activities. The Institute's organizational structure, therefore, has been designed to promote a spirit of understanding, teamwork and commitment which contributes to the continuous improvement

and effectiveness of Dublin Institute of Design by actively adopting and practising the Institute's quality assurance procedures.

4.3 Supporting Policy Development and Planning

4.3.1 Procedures for Evaluating the Effectiveness of QA Policies & Procedures

Dublin Institute of Design is mindful of the need to have effective procedures for evaluating the efficacy of the quality assurance measures that are included in this document. The Institute is aware that it is not enough to create policies and procedures for effective quality control, there also needs to be strategic measures for accountability of quality assurance and a system to clearly identify the effectiveness of the measures put in place within the Institute. It is also important to create opportunities for Dublin Institute of Design to reflect upon what needs to be improved, what is useful and what needs to be changed for the overall effective management of quality assurance policies and procedures. The following procedures for auditing quality assurance measures are central to, and reinforce, the quality assurance policies and procedures drawn up in this document.

The scope of the procedures in place within the Institute to evaluate the effectiveness of quality assurance procedures are described as Internal and External and are developed in this section of the Quality Assurance Procedures.

4.3.2 Internal Controls

The term "internal controls" refers to the overall operating framework of policies, practices, systems, management philosophy, values and actions which exist within the Institute to ensure that:

- Essential Institute objectives are met
- Assets are protected and risks are managed
- Legal requirements are met
- Information used to report to external accreditation bodies is accurate and transparent
- All Stakeholders benefit from functional Quality Assurance procedures

Dublin Institute of Design has the responsibility to devise and maintain an adequate system of internal control for its operations. Internal controls are the overall means whereby management ensures that objectives are met, risks are assessed and managed, appropriate reviews of the Institute's performance are made, and that information sharing and communications occurs in a timely, accurate and appropriate fashion, with due regard for protection of valuable information. However, internal controls can only provide reasonable assurance, that quality objectives are met. As such, the Institute must consider the relative costs and benefits of objectives established. Dublin Institute of Design must satisfy an internal control requirement by providing an operating framework for the Institute to follow with regard to procedures.

Internally, periodic assessments take place in the Institute at the time of an Institutional Review, a Programmatic Review or a New Programme Evaluation. A series of controls such as meetings of the Academic Council, Programme Committees and review of surveys are used to provide regular feedback

to faculty, administration and management on issues relating to the quality of Programmes. Such mechanisms include:

- Quarterly Programme Monitoring Reports
- Quarterly Internal Verification Reports
- Annual Programme Monitoring Report
- Academic Council Meetings
- Academic Council Sub-Committee Meetings:
 - Quality Assurance Committee
 - Programme Committee Meetings
 - Examination Board Meetings

A Department Head is responsible for promoting and maintaining good academic standards and procedures, and this responsibility is discharged in the main by the Institute Registrar's Office, Academic Council and Academic Council Sub-committees. The Academic Council monitors the quality assurance procedures operating in the Institute.

4.3.3 External Controls

External evaluations of the Institute's Quality Assurance Procedures take place periodically and the processes used by the Institute to review quality assurance include:

- The involvement of external experts in the evaluation of all new programmes irrespective of level or mode of delivery.
This process is addressed at QA Section 3.4 - Procedures for Design & Approval of New Programmes & Modules
- The involvement of External Experts during a Self Evaluation or Programme Evaluation
This process is addressed at QA Section 3.3 – Procedures for Evaluation of Programmes
- The involvement of External Examiner(s) in monitoring the assessment process.
This process is addressed at QA Section 3.1 - Procedures for the Assessment of Learners

Every 5 years, as part of an Institutional Review, an external review of the effectiveness of the Quality Assurance Policy document is undertaken by an independent professional academic who reports to the Institute Registrar on findings for action by the Academic Council.

Typically throughout an academic year external reports are received by the Institute from a variety of sources such as: external examiners, a panel evaluation on a new programme, or a report on a Programmatic Review.

Normally recommendations form part of the reports and a time scale for their implementation ensues. Within a specified time, the Academic Council Chairperson, or nominee, will verify that the recommendations have been implemented through the monthly Programme Committee meeting minutes, and will report to the Academic Council accordingly.



4.3.4 Implementation

It is the responsibility of the Academic Council to appoint individual(s) to oversee the implementation of Quality Assurance procedures. This role is known as a QA Monitor. The Academic Council may appoint a QA Monitor to oversee implementation and report back.

To ensure that the outcome of Quality Assurance reports and reviews are satisfactorily dealt with, the Academic Council requests that the appropriate Programme Committees implement the actions or recommendations and issue an Implementation Report to their Department Head within a period of two calendar months. Failure to respond by the deadline will be a matter for the QA Monitor to take up with the Programme Committee or individual staff members concerned. Should further action be necessary, the matter will be the responsibility of the Academic Council. In all instances where recommendations have not been implemented, especially where the actions or recommendations are not practicable, a written explanation must be provided to the QA Monitor.

Within six working weeks of receiving a response from the Programme Committee or staff member, the QA Monitor will verify that the necessary action(s) on the recommendations has been implemented.

For the new academic year the QA Monitor will present a summary report to the Academic Council detailing the implementation recommendations from key internal and external reports and reviews. The Academic Council Chairperson will include any relevant information from this report to the Board of Governance.

Section 5 ACADEMIC MANAGEMENT

5.1 Strategic Planning

5.1.1 Programme Files

An up to date programme file is maintained by all lecturing staff and is monitored by the Programme Coordinators and Department Head. Each programme file contains at least:

- Programme Outline
- Assessment Schedule
- Weekly timetables
- Assignment Briefs
- Lectures / Presentations
- Notes / Handouts
- Class Exercises
- Applicable reading list

In a lecturer's absence, a substitute lecturer can give learners appropriate questions or workshop material to address rather than cancel a class.

5.1.2 Protection for Learners

It is the policy of Dublin Institute of Design to comply with the Qualifications (Education and Training) Act, 1999, Part VII – Protection for Learners. Dublin Institute of Design is a private provider of third level programmes on a for-profit basis. The 1999 Education Act requires that this Institute have the facility to protect learners on programmes of 3 months duration or longer and on a profit-making basis.

The Institute currently has in place, with a reputable national bank, the facility to comply with the legislative regulatory requirement to protect learners should the Institute run programmes of 3 months duration or longer and on a profit-making basis. The Institute reserves the right to put in place arrangements with two other providers, of a similar course, so that learners can continue their learning at separate institutions.

5.2 Information for Learners (and Prospective Learners)

REVISION 13.02

5.2.1 Programme Documentation

Each programme is described in a Programme Guide, which also includes the general rules and regulations of the Institute, as well as official criteria required by relevant external accreditation bodies. This is commonly referred to throughout the Institute by staff and learners as the 'Learner Handbook'.

The Learner Handbook contains at least the following information:

- Accident and Incident
- Assessment Appeals Procedure



- Assessment Policies
- Code of Good Teaching Practice
- Consequences of an Unsuccessful Grade
- Deferrals And Suspension Of Studies Procedure
- Disability Policy
- Equality For Learners Policy Statement
- Fire Evacuation Procedures [Class Room]
- Fire Evacuation Procedures [Common Areas]
- Fire Regulations
- Grading Procedures
- Health & Safety
- Important Information relating to Administration and the Institutes contact details
- Internet Policy
- Learner Code Of Conduct
- Learner Complaints Procedure
- Learner Feedback
- Learner Locker Policy
- Marking System
- Materials List
- National Framework Of Qualifications
- Programme Aims & Objectives
- Programme Delivery
- Programme Structure
- Progression
- Recognised Prior Learning [RPL]
- Roles And Support
- Teaching & Learning Mission Statement

The learner handbook is handed to each learner on Induction Day, and attention is brought to important sections. At the end of each section there is an opportunity for learners to raise questions or seek clarification if needed. All learners who received a handbook are asked to sign a record sheet to confirm that they have received and understood the policies and procedures.

5.2.2 Assessment Schedule

An Assessment Schedule relevant to each programme is also made available to each learner early in their programme. Assessment schedules contain all pertinent information relating to learning outcomes, assessment methodology, grading criteria, forms of assessment, assessment and assignment feedback information, appeals procedures, as well as information on unsuccessful results procedures and policies.

5.3 Coordinating Programme Development, Approval, Monitoring and Review Process

REVISION 13.08

Dublin Institute of Design currently provides full-time and part-time programmes of approved content and academic standard together with a systematic process for the monitoring, evaluation and continuous enhancement of these programmes. This is facilitated by placing quality criteria into new programmes, ongoing monitoring of existing programmes within the Institute.

Please refer to Section 6.2 of this document for the quality assurance procedures relating to Programme Development, Approval, Validation, Monitoring and Review.

5.4 Managing Assessment and Standards

REVISION 13.08

It is at the core of Dublin Institute of Design's policies to ensure that procedures relating to Academic Administration are efficient and effective. Procedures that are of priority, relating to Academic Administration include the following:

- Monthly Programme Monitoring Report
- Weekly management meetings which all Department Heads are required to attend
- Submission of marking to the Institute Registrar by lecturers and programme coordinators
- Methodology relating to marking procedures
- Procedures relating to the recording of learner information
- The review of what constitutes 'exceptional circumstances' submitted by learners

This list is not intended to be exhaustive, and is reviewed and amended annually. These procedures will be reviewed prior to the commencement of each academic year, and relevant management or administration staff assigned to take charge of individual responsibilities.

5.5 Maintaining and Archiving Learner Records

REVISION 13.02

5.5.1 Learner Records

Dublin Institute of Design retains all pertinent information in soft copy (digital) formats relating to learners on password protected secured servers. Servers are backed up daily, and an off site back-up is regularly maintained. All digital information is broken into two categories:

- Personal Information
 - Contact Information such as Name, Address, Email Address, Phone Numbers
 - PPS Number
 - Relevant Medical Information
 - Educational Background
 - Relevant Work Experience
 - Communication with Learners

- Criminal Offences
- Subsequent Employment Data
- Any other application information provided by the learner

- Learner Work
 - Any work created while the learner is enrolled within the Institute
 - Copies of portfolio work for appraisal
 - Written documents

Typically a hard copy print out will be kept in a secure secluded location and that ensures that the information can be locked. This copy is a mechanism to ensure access to information in the event of temporary system failure, and is not intended to be the primary reference.

Personal information will be kept secure, while learner work (in the event that Dublin Institute of Design retains copyright of work created while the learner is enrolled) may be displayed or used for marketing purposes. Learner work will also be retained in the event that external accreditation bodies require samples for review. While Dublin Institute of Design reserves the right to retain learner work, typically the Institute will make every effort to ensure that learners retain all original works for their respective portfolios, and will in general take copies where possible.

At the end of the academic year, where appropriate, learner records will be advanced to their next year's class. If the learner has completed their education, the records are filed in "level-arch" files and placed in catalogued storage, with the enrolment year and names of learners written in alphabetical order [Family Name, Fore Names] on the front cover for ease of indexing and cross-referencing. A digital record of the file number is also created with the name of the learner, year of enrolment, year of completion, and programme name for ease of indexing and cross-referencing.

At this point all information contained with the files are considered Personal Information and are treated as such.

5.5.2 Attendance

Dublin Institute of Design takes a proactive approach to learner motivation by tracking attendance and making contact with learners. Furthermore international learners are required by the Garda National Immigration Bureau (GNIB) to maintain an attendance rate of over 85% for visa retention/renewal purposes.

Procedures for lecturers regarding attendance monitoring are as follows:

Attendance log books are updated at the beginning of every class.

Learners in attendance are indicated with /

Absent learners are marked with O

Learners who are late for class are marked with Ø

The Institute Registrar is responsible for creating and administering class attendance log books. Each programme has a class attendance log book and the lecturer takes attendance at the beginning of each class. The Institute Registrar ensures the review of each attendance log books periodically.

- It is essential that all attendance record books remain up to date to facilitate the effective recording of learner attendance in line with the Institute's learner retention and progression objective.
- In the common event of a class having several different scheduled lectures or designated studio times on a single day, each lecturer takes attendance for their own specific class
- Where more than one lecturer is scheduled for a single class, the lead lecturer, or lecturer designated by the lead lecturer will take responsibility for the attendance record.
- Head counts will be carried out randomly at least once per month by the Registrar's Office or Administration personnel to ensure that attendance records are accurate.

The attendance follow up procedure is as follows:

When a learner is absent for two consecutive weeks without notifying the Institute, it is brought by the lecturer to the attention of the Institute Registrar who enquires about the absenteeism and, if applicable, issues them with a verbal warning. All phone calls are noted, transcribed and placed on file.

If intermittent or poor attendance continues, the learner is notified in writing, email and/or telephone call of the necessity to meet immediately with their Programme Coordinator and/or Department Head. This notice will be given at least one week prior to the meeting date. At this meeting, the learner is asked to explain the reason for his/her poor attendance. He/she is also requested to produce support documentation such as [but not limited to] Medical Certificates for example to support absence on medical grounds.

If there is still no change in the learner's attendance, and his/her attendance falls below minimum required levels of attendance by, the learner is written to informing them that he/she is no longer eligible to continue the course and is withdrawn.

All activity is recorded on the relevant learner file. This activity aims to support and motivate learners and identify problems as early as possible. Dublin Institute of Design is committed to supporting its learners wherever it can. It is important that learners realise that while professional attitudes are expected of them from the Institute, Dublin Institute of Design will endeavour to support or accommodate them for as long as practicable.

Dublin Institute of Design is obliged to report all cases of non-E.U. learners with unacceptable attendance to The Garda National Immigration Bureau.

5.6 External Examining

5.6.1 Introduction

External Examiners assist Dublin Institute Design to monitor the standards of awards and verify standards are achieved. External Examiners act as independent and impartial advisors providing the Institute with informed comment on the standards set and learner achievement in relation to those standards. External examination is an integral and important part of Institutional Quality Assurance.

The purpose of External examination is:

1. To verify that standards are appropriate for the award or award elements which the External Examiner has been appointed to assess and that these standards have been attained.
2. To assist the Institute in the national and international comparison of academic standards across its awards and award elements.
3. To ensure that their examination processes are fair and are fairly operated and are in line with the Institute's guidelines.
4. To report objectively on whether programmes minimum intended learning outcomes have been attained.

5.6.2 Criteria for Nomination and Appointment of External Examiners

The nominated External Examiner should be of academic or professional distinction, with accomplishments attesting to their likelihood of having the authority and experience required. The following selection criteria are referred to when selecting an External Examiner:

- External Examiners should be drawn from academic life and, where appropriate from business, industry and professional practice. External Examiners drawn from business, industry or professional practice should be of senior standing in their fields
- Academics may be nominated from National and International higher education institutions and universities as appropriate. The Institute will seek to draw nominations from a variety of institutions, and within a single discipline should avoid multiple nominations from the same institution
- External Examiners should be independent, and should not be appointed from institutions which are collaborative partners
- An External Examiner drawn from academic life should hold an academic qualification, in the appropriate discipline, to an equal or higher level than that of the programme(s) to which he/she has been nominated. In general only persons associated with degree and postgraduate programmes in their own institutions should be nominated for degree programmes. An External Examiner drawn from industry should have current and recent active involvement in research / professional / consultancy activities in the field of study concerned
- External Examiners will generally be appointed for one appointment period of 3 years on a programme and not more than two consecutive appointment periods for the same programme. External Examiners who have served for two appointment periods should not be considered for renomination until a minimum of three years has elapsed
- Should be able to make appropriate national and international comparisons

The relevant Department Head, in consultation with Programme Coordinators will formally nominate the External Examiners to the Academic Council for approval having regard to the requirements of the programme, and discipline area, the need for independence, and avoidance of conflicts of interest.

In the case where an External Examiner is appointed to the Institute by an accrediting body, the Department Head or Administration will request that the External Examiner appointed supply a current C.V. and details of relevant experience that relate to the programme to which they are assessing.

5.6.3 Role and Responsibilities of the External Examiner

The role and responsibilities of the External Examiner is to assure standards both in the relevant modules and in the overall award are achieved, subject to the requirements of the Institute's regulations. The extent of the External Examiner's authority should be clearly communicated to all stakeholders, and should include inter alia:

- That they will schedule to meet learners on programmes they are assessing:
- That they are to be supplied with any evidence they need to judge the quality and appropriateness of examination and to assure themselves that examinations are testing the intended learning outcomes of the programme:
- That they will be given adequate opportunity to hold meetings with Internal Examiners

The External Examiner will prepare and submit a report within a time frame specified on appointment to the Institute. A template for the External Examiners report will be made available to them.

The main responsibilities of the External Examiner are:

- To be familiar with and review the intended programme learning outcomes
- To assess the actual attainment of learners (actual programme learning outcomes) using information agreed with and supplied by the Institute
- Assess the minimum intended programme learning outcomes against the actual attainment of learners with the relevant awards standards, within the NFAQ, and with corresponding data from similar programmes in the same discipline in higher education institutions nationally and internationally
- Determine whether the applied procedures for assessment are valid, reliable, fair and consistent.
- To review the programme examination strategy and procedures, and proceeding from here to examine subsidiary examination strategies
- To review key examination tasks
- To report findings and recommendations to the Institute

5.6.4 External Examiner Reports

External Examiner reports and the summary of same will be provided by the Institute Registrar for the Academic Council. Recommendations and actions noted by the External Examiner will be considered at all appropriate organisational levels, in particular at Programme Committee level. Actions arising from the report will be recorded, communicated to learners, and other staff as appropriate. The External Examiner reports and the programme committee responses will contribute to the quality assurance processes. The external examiner will in turn be provided with a response to his/her report, which will include information on any actions taken by the provider on foot of this report.

5.6.5 Support for External Examiners

The Registrar's Office will ensure that support is made available for the External Examiners, to include:

- Provision of programme documentation and the Academic Standards and Examination Regulations in relation to the programmes and the Institute
- A representative sample of the examination material



- Staff availability
- Learner availability

Each External Examiner will be provided with an Induction/Training Workshop following his/her appointment. This will include:

- The principles of learning outcomes, criterion referenced examination
- Outline the Institute's policy on external examining, including the reporting requirements
- Outline of the mission of the Institute and place it in context with the Irish Education system
- Need for comparison of the programme standards with similar programmes with which they are already familiar
- Outline the overall structure of the programme
- The programme examination strategy
- How the programme standard relates to the award standard, and how the award standard relates to the National Framework of Qualifications
- The programme examination procedures and explanation of the grading system and how awards are classified

Section 6 PROVISION OF ACADEMIC PROGRAMMES

6.1 Standards

6.1.1 Teaching and Learning Strategies

REVISION 13.03

Teaching and learning strategies are based on a combination of structured tuition and learner centred learning and incorporate conventional lectures, workshops, studio work, field trips, guest lecturers, research and investigation, critiques of individual project work, assignments, case studies and group discussions. Each subject is coordinated by a lecturer, under the general direction of their Department Head, and can include contributions from guest lecturers.

6.1.2 Learner Retention

One of the key objectives of the institution is that of learner retention and progression. Dublin Institute of Design is aware that according to the Circa Group's Completion rates for learners taking full-time programmes of study in Institutes of Technology 2006, both Irish and international studies have shown that the most significant levels of disengagement are in the first year of study and accordingly providers should monitor the rate of completion of first year and short programmes and should calculate completion from registration to award. One of the key objectives of Dublin Institute of Design is that of learner retention and progression and with this in mind the Institute undertakes a number of initiatives:

- Attendance monitoring procedures
- Analysis of reasons for learner withdrawal from programmes via questionnaires
- Monitoring of indicators during the academic year such as assessment performance

6.2 Approval, Monitoring and Periodic Review of Programmes and Awards

6.2.1 Procedures for Design and Approval of New Programmes and Modules

6.2.1.1 Overview

Dublin Institute of Design takes an active approach in developing new programmes, and allowing established programmes to evolve and develop. It is the responsibility of the Academic Council to expand the course offering in Dublin Institute of Design in line with the strategic plan for the Institute.

The policies and procedures outlined below guide staff and external assessors involved in the approval and validation of new programmes. These procedures and guidelines also apply to any significant changes to existing programmes. The purpose of these procedures and guidelines is to:

1. Ensure the proposed programme is consistent with Dublin Institute of Design's Strategic Plan,
2. Contribute to achieving the Institute's aims and objectives
3. Offer valuable educational experience to learners

4. Be consistent with the Institute's resource planning
5. Take cognisance of the National Framework of Qualifications and implement the procedures of the QQI in relation to access, transfer and progression, and if applicable, comply with HETAC standards and is in line with HETAC policy and procedures on programme submission and quality assurance

6.2.1.2 Programme Proposal

PROGRAMME PROPOSAL: STAGE 1

A new programme may be proposed by an individual staff member, programme coordinator or stakeholders of the Institute. An appropriate staff member is appointed as the "Programme Leader". The Programme Leader must present a Programme Proposal for the new programme to the relevant Department Head. In evaluating a Programme Proposal, the Department Head should be informed by the following matters:

- Rationale for the programme
- Programme Level on NFQ if applicable
- Programme aims and objectives
- Outline of the Programme

PROGRAMME PROPOSAL: STAGE 2

Once received by the Department Head, the initial proposal will be delivered to the Institute Director who will investigate the following:

- Financial implications for the Institute
- Market research
- Consultation with other providers of similar programmes

A short report on the initial findings will be delivered to the Department Head with recommendations regarding the programmes development.

6.2.1.3 Programme Development Committee

If the Department Head finds that the programme proposal warrants development, then an Outline Proposal will be sought. The Department Head will provisionally categorise the proposed new programme under the relevant department. This will later be brought to the Academic Council for ratification.

The Department Head will form a "Programme Development Committee", the membership of which will include at least the following members:

- The relevant Programme Coordinator
- The Programme Leader
- A Subject Matter Expert

A member of the Institutes marketing team may be co-opted to provide additional information to the Programme Development Committee to aid in the development of a Programme Outline Document.

6.2.1.4 Programme Outline Document

The Programme Development Committee will develop and submit a Programme Outline Document to the Department Head for comment. The Programme Outline Document need not be comprehensive: however it will consist of at least the following:

- Programme Title
- Demand from industry
- Demand from prospective learners
- Institute and Department Strategy
- Aims and Learning Outcomes - general details
- Course Design - subjects, learning outcomes, teaching methodologies and assessment methodologies
- Course Schedule - examination subjects, component subjects, contact hours, credit rating and level, marks per subject
- Resources - accommodation implications, staffing implications.
- Similar Programmes at other Institutions
- Meetings with stakeholders and professional bodies
- Progression routes and transfer options
- Compatibility with the Institute's mission statement
- Learner protection
- Time line for commencement of new programme

The Programme Outline Document need not include detailed syllabi, readings lists, equipment lists etc. The Department Head may make recommendations for the Programme Outline Document. Once the Department Head is satisfied that the Programme Outline Document has met the above criteria, it will be submitted to the Academic Council for Outline Approval.

6.2.1.5 Outline Approval

There can be three outcomes to the Programme Outline Document submission, as follows:

1. **Outline Approval** – the Programme is brought to the Board of Governance for recommendation
2. **Further Information Required** – in order to progress to full development further information is required. The Programme Outline Document must be re-submitted giving details in the areas sought by the Academic Council.
3. **Refused** – it is deemed that the proposal is not suitable for progression to full development at this time. The Programme Development Committee may not make alterations to the Programme Outline Document or resubmit a new document to the Academic Council within the academic year.

Recommendations may be made by both the Academic Council and the Board of Governance to the Programme Development Committee which will be reviewed by the Department Head. Once the recommendations from the Academic Council and the Board of Governance have been received by the Department Head, a recommendation may be made to proceed to Programme Design stage.

6.2.1.6 Programme Design

The Programme Development Committee will prepare a fully comprehensive Programme Design Document. The Programme Document will outline the following in line with current Institute policies and procedures as far as is practicable (and where applicable in line with the Higher Education General Programme Validation Manual 2010) and be structured under the following headings:

- Programme title
- Entry requirements
- Arrangements for Recognised Prior Learning
- Policy on access, including RPL
- Curriculum structure i.e. Term based or Programme based
- Module description and type i.e. mandatory / elective
- Curriculum hours
- Individual module, subject or subject size and content
- Programme learning outcomes [as compatible with HETAC Standards and Guidelines if applicable]
- Assessment Strategy [as compatible with HETAC Standards and Guidelines if applicable]
- Learning outcomes for individual modules or units
- Teaching methodology / delivery modes
- Overall learner assessment philosophy for the programme and approach for each module
- Basic and recommended texts
- Relationship to other Programmes being provided
- Resources required i.e. lecturing staff, support staff, library facilities, IT facilities and accommodation
- Transfer and Progression opportunities
- Assessment Schedule

The Programme Development Committee, with the approval of the Department Head, will normally consult with an External Assessor(s). The Programme Development Committee and the External Assessor(s) will hold at least one meeting with the Registrar as required. It is not expected of the Programme Development Committee to have a comprehensive knowledge of all areas for which the programme is designed, however it is expected that the Programme Development Committee carries out relative substantial research in relation to the proposed new programme.

The Programme Development Committee will provide updates on the new programme proposals at regular meetings with the Department Head. This stage of the process may be iterative, with the Department Head making recommendations to the Programme Development Committee, and the Programme Development Committee submitting amended draft Programme Design Documents to the Department Head.

6.2.1.7 External Review Panel

When the Institute Registrar and the Department Head is satisfied that the Programme Design Document meets the requirements of both the Institute and respective external accreditation body, the Department Head will convene an External Review Panel.

The External Review Panel will comprise of:

- A senior academic familiar with the relevant external programme validation process
- An academic in the relevant field
- An industry expert

The External Review Panel will examine the proposal in terms of:

- The respective external accreditation body requirements
- The National Framework of Qualifications

- Programme Aims and Objectives
- Programme Title
- Entry requirements
- Arrangements for Recognised Prior Learning
- Policy on access, including RPL
- Curriculum structure i.e. Term based or Programme based
- Module description and type i.e. mandatory / elective
- Curriculum hours
- Individual module, submit or subject size and content
- Programme learning outcomes [as compatible with HETAC Standards and Guidelines if applicable]
- Assessment Strategy [as compatible with HETAC Standards and Guidelines if applicable]
- Learning outcomes for individual modules or units
- Teaching methodology / delivery modes
- Overall learner assessment philosophy for the programme and approach for each module
- Basic and recommended texts
- Relationship to other Programmes being provided
- Resources required i.e. lecturing staff, support staff, library facilities, IT facilities and accommodation
- Transfer and Progression opportunities

The External Review Panel will submit a report on their findings within an agreed timeframe to the Department Head. The Department Head will consider all recommendations from the External Review Panel prior to submitting a revised Programme Design Document for validation.

6.2.1.8 Validation

Once the consultation process is complete, the Programme Design Document will be sent via email and a hard copy sent via registered post to the external awarding body for approval for the proposed award. Subsequent to the application for validation, the Programme Development Committee will be notified by the Department Head of the outcome.

The outcome of the application for validation will be considered by the Programme Development Committee and the recommendations made will be incorporated into the submission. The revised document will be reviewed in advance of re-submitting the Programme Design Document to an external awarding body for validation.

No offers of places will be made on a course through its inclusion in the college prospectus or otherwise without the awarding body approval.

6.2.1.9 Guided Learning Hours

Dublin Institute of Design understands that the requirements of multiple awarding bodies can vary with regard to numerous elements of quality assurance. In particular the design of modules to conform to the achievement of specific learning outcomes, with regard to the assigned credits by the relevant External Awarding Body is of critical importance when designing the amount of guided learning hours is required for each module. Dublin Institute of Design will refer to the following publications when assigning guided learning hours to a module:

- **ECTS Users' Guide 2009,**
Published by Office for Official Publications of the European Communities
- **HETAC Core Validation Policy and Criteria, 2010**
Published by Higher Education And Training Awards Council, Ireland
- **HETAC General Validation Handbook 2010,** version 1.1
Published by Higher Education And Training Awards Council, Ireland

As a guide the Institute will take the approach that *“ECTS credits are attached to the workload of a fulltime year of formal learning (academic year) and the associated learning outcomes. In most cases, learner workload ranges from 1,500 to 1,800 hours for an academic year, whereby one credit corresponds to 25 to 30 hours of work.”* **ECTS Users' Guide 2009.**

6.2.1.10 Part-Time Programmes

Demographical trends as analysed by Dublin Institute of Design show that typically mature learners (over 23) will participate in part time programmes, while also engaging in full time employment where possible.

In such cases, the Programme Design Document (as outlined in Section 6.2.1.3) will make provision for the changes in areas that will be applicable to part time programmes.

The areas that may differ could be:

- Curriculum structure i.e. Term based or Programme based
- Module description and type i.e. mandatory / elective
- Curriculum hours
- Individual module, submit or subject size and content
- Teaching methodology / delivery modes
- Basic and recommended texts
- Resources required i.e. lecturing staff, support staff, library facilities, IT facilities and accommodation

The areas that should not differ are:

- Programme title
- Entry requirements
- Non standard applicants
- Arrangements for recognised prior learning
- Policy on intake, including Recognised Prior Learning
- Transfer and Progression opportunities
- Programme learning outcomes [as compatible with HETAC Standards and Guidelines if applicable]
- Assessment Strategy [as compatible with HETAC Standards and Guidelines if applicable]
- Learning outcomes for individual modules or units
- Overall learner assessment philosophy for the programme and approach for each module
- Relationship to other Programmes being provided

The Programme Approval Process may take the approach as to approve only one of the modes (Part Time or Full Time) outlined in the Programme Design Document. The unsuccessful mode will require further analysis prior to the programme being reviewed by the External Review Panel.

Excluded from this “Part Time Programmes” description are programmes internally accredited by Dublin Institute of Design. From time to time Dublin Institute of Design organise and coordinate workshops and seminars for the purposes of continuous professional development. These could be considered by professional bodies as CPD (Continuous Professional Development) Programmes, and do not fit into the Minor, Major, Special Purpose or Supplementary Award Purpose, or external accreditation bodies, and are internally validated using the same process for the purposes of quality control.

6.2.2 Programme Monitoring

REVISION 13.08

6.2.2.1 Introduction

This section deals with the quality assurance systems that are in place to continuously monitor programmes within Dublin Institute of Design. It details the operational aspects that ensure:

- That programmes remain current and reflect developing knowledge and professional standards in all aspects of design that this Institute caters for
- That data pertaining to Programme objectives and relevant learning outcomes are available to lecturers such that the extent to which these objectives are being met can be measured, monitored and reviewed
- That the curriculum and associated assessments for the learner and the programme objectives maintain a high standard of professionalism

6.2.2.2 Structure

Programmes are monitored and reviewed by their respective Programme Coordinator and Department Head on a regular basis to ensure:

- That quality standards are being maintained and that the programme remains relevant in terms of evolving knowledge, skills and competence
- That learning outcomes are being met

This review process includes feedback from the learner and the programme lecturers. Programme review is the responsibility of the Programme Coordinator in the first instance reporting to their Department Head. Reporting of modules, units or subjects is the responsibility of the respective lecturers who report to their respective Programme Committee. The responsibilities of the respective lecturers are reviewed annually to ensure that each module is assigned to relevant and competent staff. A lecturer appointed to a module will sign a Lecturer Appointment Form which outlines the content and duration of the module assigned.

6.2.2.3 Programme Committee

A Programme Committee exists for each department. The task of the Programme Committee will be to provide regular ongoing systematic monitoring of programme quality by those most closely involved in the delivery of the programme including academic staff and learners. Each Programme Committee meets monthly. This acts as a formal channel of communication between lecturers and other members of the department, and the Department Head. The proceedings are recorded and circulated to the relevant

teaching staff / attendees. Unresolved issues are referred to the Department Head for attention. These issues are then re-assessed at the following monthly Programme Committee meeting, or sooner if appropriate.

Each Programme Committee is responsible for the conduct and delivery of the programmes within its area. The Programme Committee shall have responsibility for:

- The review of programmes in terms of content and delivery
- The development of aims, objectives and intended learning outcomes in line with Programme Specifications
- The review of assessment methods
- The review of learner progress ensuring mechanisms are in place for informed learner progression
- Acting as a formal channel of communication reporting to the Department Head in matters relating to the programmes

A Programme Committee meeting, for each specific Programme, takes place monthly. The relevant Programme Coordinator is responsible for scheduling the Programme Committee Meeting. Typically the Programme Coordinator will act as chair, and appoint a secretary for each meeting. In the absence of the Programme Coordinator, he/she will appoint a vice-chair to carry out the meeting. Minutes are circulated within 1 week of each Programme Committee Meeting. Attendance at Programme Committee Meetings is mandatory for all members on the Programme. Membership consists of:

- Programme Coordinator (Chair Person)
- Programme Leader (if applicable)
- All teaching faculty on the programme
- Programme Administrator (if applicable)

6.2.2.4 Programme Monitoring Reports

The process of programme monitoring is the following:

1. The Programme Coordinator ensures monthly meetings of their departments Programme Committee.
2. These meeting Agendas and Minutes are passed to their Department Head for comment.

Quarterly Reports

Each Department Head compiles a Programme Monitoring Report that is issued quarterly to the Academic and Management Boards. This report contains an overview of programme committee reports, operating procedures, and any pertinent Internal Verification data received from the Institute Registrar for the same quarter.

Any areas of concern or points of note that need to be addressed may include:

- The results of the assessment of learners
- Analysis of learners' achievements of learning outcomes
- Retention of current learners
- Review of learning material

- Applications of new candidates
- Interviews for new candidates
- Proposed evaluation or training of lecturers
- Progression of current learners to further or higher education
- Support Services for current learners
- Meetings with learner representatives: agenda / minutes
- Learner feedback

Annual Reports

At the end of each academic year, each Department Head prepares a summary report detailing areas raised during the academic year. This report details:

- Pass rates and retention
- Learner feed back
- External Assessors reports
- Suggested actions where appropriate

This report is presented to the Academic Council. On receipt of the Programme Monitoring Report the Academic Council reviews the recommendations and actions accordingly. Minor actions can be implemented in time for the new academic year while material changes e.g. the introduction of a new module or amending an assessment procedure requires the approval of the relevant external accreditation bodies and is only implemented when:

1. The proposed new material is reviewed by the relevant external accreditation bodies
2. The reviewed material is considered along with comments by the Academic Council
3. The revised material is then submitted to relevant external accreditation bodies for approval

6.2.2.5 Monitoring of Programme Assessment Procedures

The monitoring of programme assessment is carried out by the monthly Programme Committee meetings and through the Internal Verification process within the Institute registrar's office. The Institute Registrar is responsible for issuing a quarterly IV Report to the Academic Council. The Academic Council reviews the recommendations and actions accordingly. The Programme Coordinators who sit on the Academic Council may include any actions at the next Programme Committee meeting.

6.2.3 Programme Review Procedures

6.2.3.1 Introduction

Dublin Institute of Design aims to provide opportunity to monitor educational activity comprehensively over the previous five years and to set down proposals and plans for future developments. The Programme Evaluation is a self-monitoring quality-assurance activity carried out by a Peer Review Group in consultation with external accreditation bodies. The review process includes production of documentation by Dublin Institute of Design and a formal evaluation typically by an external review panel.

6.2.3.2 Scope and Membership of Programme Evaluation Group

A Programme Evaluation is an evaluation of all of the programmes delivered by Dublin Institute of Design. Such a review will normally be carried out at least once every 5 years, and all programmes in the Institute will be evaluated at the same point in time. A similar procedure is currently applied when a

single programme is being evaluated or whenever Dublin Institute of Design or the applicable external accreditation body considers it necessary to carry out a review.

In addition to reviewing Programmes leading to higher education awards, a Programme Evaluation includes performance analysis and proposals for changes to Programmes related to, for example, life long learning. The Programme Evaluation is not limited to the purely academic activities of the Institute but also encompasses an evaluation of the other activities of the Institute, within the wider sphere of education, business and the community.

The Programme Evaluation will be carried out by a Peer Review Group (PRG). The PRG is appointed by the Institute and its members will typically comprise of:

- Relevant expertise from applicable Further or Higher Education Institutions in Ireland and or from overseas
- Members of the business community and or relevant professional bodies
- A former graduate of Dublin Institute of Design
- A Learner Representative from Dublin Institute of Design
- A Department Head

6.2.3.3 Purpose

The goals of the Programme Evaluation are to:

- Improve the quality of the programmes
- Ensure programmes remain current and continue to offer a valuable educational experience to the learner
- Ensure that both academic and personal needs of the learner are satisfied
- Takes cognisance of the National Framework of Qualifications and implements the procedures of the QQI in relation to access, transfer and progression
- Complies with all the requirements of external accreditation bodies

6.2.3.4 Programme Evaluation

The Programme Evaluation comprises of:

- A self-evaluation of all programme(s) run within the period
- A plan for the subsequent five years
- Revised programme documentation

It entails the PRG considering the evidence of the self-evaluation and conducting their own assessment of the revised programme documentation and five year plan.

In reviewing a programme the focus is on the effectiveness of the programme in meeting its stated aims and also on the success of the learner in reaching the intended learning outcomes. The accumulation of the data from the annual monitoring process is fundamental to the self-evaluation.

6.2.3.5 Aims of Programme Evaluation

The Programme Evaluation consists of

- A review of the continuing validity of a programme's aims and the associated learning outcomes

- Mainly an evaluation of quality and flexibility of response to changing needs
- A review of the development of a programme over the previous five years, with particular regard to the achievement and improvement of educational quality

Proposed new Programmes are not evaluated through the programme evaluation mechanism but are assessed separately in accordance with Dublin Institute of Design's internal procedures for the design and validation of new programmes.

The Objectives of Programme Evaluation are:

- To analyse the effectiveness and the efficiency of each of the Programmes approved
- To review the development of the Programme having regard to the views of education interests, employers, professional bodies
- To evaluate the physical facilities provided by the Institute for the provision of the Programme
- To review the Institute's research activities and projections in the area of study under review
- To evaluate the Institute's projections and plan for the succeeding five years in specific areas
- To detail how the deficiencies in the programme will be addressed in the proposed revisions to the programme
- To develop a revised programme document that takes cognisance of the views of the relevant stakeholders

6.2.3.6 The Programme Evaluation– The Peer Review Group (PRG)

At least two weeks in advance of a meeting of the Peer Review Group with the staff of the Institute, the Department Head will send each member of the PRG a copy of the self evaluation report and the accompanying documentation for their consideration. The PRG will examine the self-evaluation report in the context of a detailed agenda agreed with the Institute prior to meeting.

Following the meeting, the PRG will compile an agreed interim report and will forward it to the relevant Department Head and Institute Registrar. The recommendations will be split into matters for consideration at programme level and matters for consideration at Institute level. The Department Head will bring the interim report of the PRG to the notice of the members of staff.

The Department Head in conjunction with the relevant Programme Committee(s) will address the PRG's recommendations on programme issues. The Academic Council will consider any recommendations from the PRG that have Institute-wide implications. Responses to the interim report from the PRG will be brought to the attention of the Board of Management.

The Department Head will liaise with the PRG on behalf of the Academic Council, to ensure that the issues raised by the group have been addressed. The Department Head will forward the Institute's responses to the PRG. A final report will be prepared by the PRG taking due account of the responses of the Department Head, the Academic Council and the academic staff.

Where the Academic Council recommends approval, the revised submission will include the self-evaluation report, the interim report of the PRG, the Institute's responses, and the final report of the PRG.

The revised submission will be put on the agenda of the Board of Management for approval. The Department Head will bring any relevant matters to the attention of the Board such as requirements of external accreditation bodies, information on resources, etc.

The Department Head will submit the final agreed report to relevant external accreditation bodies as approved by the Board of Management.

The Department Head will maintain a file on each Programme Review. Following approval by the relevant external accreditation bodies, s/he will prepare a submission for final Board approval to implement the agreed changes.

The Department Head will review adherence to conditions of approval until the first cohort of learners have completed the amended programmes.

On an annual basis and independently, an external professional academic will verify that all the conditions and recommendations made by the PRG have been implemented. S/he will submit a report to the Department Head following the review, and the report will be noted by the Academic Council.

6.3 Assessment of Learners

REVISION 13.08

Dublin Institute of Design is committed to the fair and consistent assessment of learners. All policies and procedures pertaining to Internal Assessments are located within the Institutes 'Assessment and Standards' Document.

6.4 Evaluation by Learners

6.4.1 Introduction

Dublin Institute of Design is committed to the effective collation and evaluation of learner feedback at programme level for the following reasons:

- as a means for learners to participate actively and constructively in the operation and development of their programmes
- as an indicator of the responsiveness of the programme to learner need and concerns
- as a vehicle for programme monitoring and review

Dublin Institute of Design employs a variety of mechanisms to receive learner feedback:

- Learner Feedback Form
- Learner Message Form
- Learner Request Form
- Learner Exit Feedback Form

6.4.2 Learner Feedback at Programme Level with Other Mechanisms

Dublin Institute of Design does not rely on a single learner feedback mechanism, but has an integrated set of mechanisms which address different aspects of the learner experience and which inter-relate with the wider framework of Dublin Institute of Design's quality assurance systems.

The other elements are:

- Learner representation, through the appointment of class representatives, providing a formal channel for learner views to be expressed on issues raised. Class Reps are nominated and appointed to the Academic Council.
- Learner Body President, who sits on the Board of Governance
- Learner feedback on programmes undergoing review - providing a vehicle for learner evaluation of experience over time on the programme under review, with regard to both learning outcomes and learner outcomes
- Learners meet with External Examiners throughout the course of the programme

6.4.3 Focus of Learner Feedback at Programme Level

The prime aims of learner feedback at the programme level are to assist evaluation of the operation of the programme and to contribute to development and enhancement of the programme. Consequently, the areas of focus for learner feedback are:

- Learning, teaching and assessment issues
- Learning resource issues
- Operational and environmental issues
- Programme content

6.4.4 Learner Feedback Questionnaires

All learners have an opportunity to evaluate their learning experience in a variety of ways through end-of-term reviews, learner representation on the Academic Council and Board of Governance, specific feedback forms on various aspects of the programme such as teaching inputs, tutorials and lecture based programmes. At the end of every term the administration team issue a form to all learners so that programmes are evaluated by learners in the form of a questionnaire. Once the feedback forms are returned to the administration team, the data is collated in the form of a Learner Feedback Report. Learner feedback is included in the Department Head's quarterly Programme Monitoring Report.

Feedback from the learners is designed to help the Academic Council evaluate how effectively the Programme is being delivered. Programme Coordinators may wish to include any recommended actions by their Department Head to their next monthly Programme Committee meeting agenda.

Administration requests each learner who formally withdraws from a programme to complete a learner Exit Feedback Form. This provides the Institute with valuable information on possible reasons why learners are leaving prematurely. The results of the survey are analysed and issued to the Academic Council for action.

6.5 Benchmarking (National and International Comparisons)

6.5.1 Introduction

Dublin Institute of Design is committed to benchmarking against other professional and academic bodies. The Institute has established links with professional and academic bodies. It is also the responsibility of the Academic Council to benchmark against other providers for best practice to enhance HE development through established links, forging links with other institutions, networking and attendance at workshops and seminars on HE related matters.

In preparation for delivery of programmes catering for Higher Education, Dublin Institute of Design will utilise the National Academy for the Integration of Research, Training and Learning in Ireland (NAIRTL). Academic staff will attend key events related to HE development.

“The National Academy works with Irish higher education institutions to develop and implement policy and practices aimed at enhancing the learner learning experience at both undergraduate and graduate level. The Academy supports institutions through investigation and dissemination of national and international examples and models of good practice.”

Dublin Institute of Design is committed to following the highest standards and the best practice methods of delivering HE, and will take the advice and consider all recommendations of established bodies with regards to Higher Education.

6.5.2 Quantifiable Information

The Institute has in place systems and procedures that generate data on critical quality indicators. This data is collated by [but not limited to] information from:

- Enrolments
- Assessment
- Feedback surveys
- Assessment summary reports: and
- Completion rates

The Registrar’s Office will collate, analyse and monitor these performance indicators. There are present procedures in place which currently collate that data. Minutes of Programme Committees, and periodic reviews will augment this data. The Registrar reports quarterly to the Academic Council on all quantitative information generated.

6.5.3 Qualitative Analysis

In association with quantitative data collected and collated, the Institute has in place mechanisms that utilise qualitative information that also contribute to key performance indicators. This data is collated by [but not limited to] information from:

- External Examiners Reports
- Internal Verification Reports
- Programme Committee Meetings
- Class Representative Meetings

- Management Meetings: and
- Administration Reports

Qualitative data submitted to the relevant Department Head is collated and reported on, to Academic, Management and Governance Boards allowing for recommendations and reporting on the Institutes Quality Assurance.

6.6 Quality Assurance of Teaching Staff

6.6.1 Education Delivery

Dublin Institute of Design continually identifies and uses methods of teaching delivery that help learners build on the knowledge and understanding they have gained. This aim and its objectives are achieved through the following strategy:

- Committing to supporting innovative teaching methods by recognising and promulgating best teaching practice, and taking into account changes and developments in methodologies and technology
- Training new staff comprehensively through induction sessions, and also mandatory mentoring sessions whereby a new lecturer will assist an experienced member of teaching staff
- Academic staff are encouraged to develop teaching and assessment methods which support autonomous learning, and which in turn encourage learners to make the most of the opportunities presented to them through staff development, educational research, the dissemination of good practice and through the appropriate use of information and communication technologies
- Supporting lecturers by implementing agreed Staff Development procedures, which incorporates lecturing, assessment, standardisation and academic management
- Ensuring the Level of qualification of teaching staff meet the minimum standards required for the delivery of programmes.

6.6.2 Continuous Professional Development

Dublin Institute of Design is committed to providing an environment in which learners enjoy, and are stimulated by, the acquisition of knowledge which will act as a basis for autonomous lifelong learning. This aim is achieved by ensuring all staff maintain an appropriate level of continuous professional development so that the learners may benefit from professional experience. This strategy is annually addressed at staff appraisals, and if needs of individual staff members are identified, then a plan is developed for the forthcoming year.

6.6.3 Connections with Industry

The Institute is continually working towards providing further opportunities in professional development, appropriate for both the needs of learners and their employers. This aim and its objectives are achieved through the following strategy:

- Regularly engaging with a wide range of organisations and groups in design based work environments to identify professional development needs
- Examining all areas of design based work environments such as Interior Design, Architecture, Graphic Design, Web Design, Product Design, Style & Fashion, Engineering and Furniture Design to identify needs and legal requirements of employers in these sectors to better equip learners with necessary skills prior to engaging with other professionals in respective sectors
- Taking these professional development needs into account when designing new programmes and units and consulting with all external advisors with regards to these needs prior to delivery of new educational material

6.7 Learning Resources and Support

6.7.1 Aims

Dublin Institute of Design ensures that its premises are suitable for higher education and training purposes. Dublin Institute of Design's aim is to provide an easily accessible, safe and well resourced premises to maximise the learning experience and educational development of all learners. All learning spaces are equipped with standard necessary teaching equipment such as overhead projectors, white boards, seating, and individual work-space or desks. Additional design based equipment such as computers, drawing boards and other technical drawing equipment are installed in studios as required by certain programmes. Additional non-standard equipment is hired or provided on request. Additional teaching aids are available by request.

6.7.2 Physical Resources

The Institute has at least 10 spaces which it has allocated to teaching. These are divided in to Studios, Computer Labs, Classrooms and mixed-use Studios. Dublin Institute of Design ensures the quality of teaching spaces and maintain fit for purpose suitability.

All studio spaces have been designed to facilitate the use of drawing and art related equipment. There are four of these rooms specifically allocated for this use. As such each space will typically contain:

- Sliding Parallel Motion Drawing Boards
- Large workspaces
- White Board
- LCD / Lamp Projector and Lecturer PC

There are two classrooms that are specifically allocated for traditional learning, equipped with desks and seats organised for standard presentation style delivery and learner note-taking. These rooms will, as well as required furniture, contain an LCD / Lamp Projector and Lecturer PC

Dublin Institute of Design ensure that each classroom has the necessary up-to-date equipment required for teaching and learning purposes. Lecturer supplies are stored in a safely secured area and regular checks are made to ensure that all equipment is safe and in working order by the Institute Director when

required. Ongoing stationary and miscellaneous purchases are ordered by Administration each month according to staff requirements and budgetary provision.

6.7.3 On-Site Computer, Copying, Printing and Scanning Services

It is the policy of Dublin Institute of Design to provide a complete range of information services. This includes access to:

- Computer services
- Photocopying
- Scanning
- Wireless Internet
- On site printing for colour A4 and A3 sized documents

Dublin Institute of Design currently retains the services of an Information Technology specialist to periodically audit and maintain the services provided by the Institute. The company currently comes to the Institute once per month and meets with the Board of Management to review any technical queries or problems, and can then remedy a certain amount immediately. Specialist services may need to be booked in advance. The Administration team is in regular contact with the IT specialist company and emails regular updates, and communicates by means of telephone any minor issues that arise, as they occur. A file is kept by the Institute Director of all contact with external services providers.

There are three dedicated computer suites mainly used for training learners on the latest relevant computer software employed in design based work places.

Computer Lab 1	comfortably accommodates 24 learners (and 1 lecturer)
Computer Lab 2	comfortably accommodates 16 learners (and 1 lecturer)
Computer Lab 3	comfortably accommodates 12 learners (and 1 lecturer)

There are two multifunctional studio work spaces that contain both computer suites and large workspaces to accommodate the various learning strategies that may be employed through the teaching of design.

Studio 1	comfortably accommodates 32 learners (and 1 lecturer), and has 10 PCs
Studio 2	comfortably accommodates 9 learners (and 1 lecturer) , and has 9 PCs

While the technological equipment of the Institute is currently more than sufficient to accommodate the courses for which Dublin Institute of Design currently run, the Institute is committed to maintaining its software and physical hardware so that learners can benefit from knowledge and understanding of what is necessary with regards to the changes in technology through the development of design practice.

6.7.4 Lockers

Should learners wish to avail of in-house storage, they may do so by renting a locker for an academic year. They are given on a 'first come first served basis'. Learners must abide by the locker policy terms and conditions, as outlined in their Learner Handbook, when they receive their key.

The key must be returned within 14 days of submitting their final project for that course or academic year, or they forfeit their deposit. A new key will then be ordered from a reputable lock smith. The current fee is €20 per academic year, or course duration, whichever is the shorter, with €10 of that refundable on return of the locker key within 14 days of completion of the course, or termination of the academic year.

6.8 Communication with Learners

REVISION 13.09

Dublin Institute of Design classifies communication with learners as personal information, and treats it as confidential. Confidential information will be shared amongst the Institute Directors and Senior Administration staff, unless specifically requested by the learner that it is not to be. Any information that is a matter of public record such as criminal offences will be shared amongst the Institute Directors and Senior Administration staff regardless of learners' requests, but will be treated with the strictest of confidence and sensitivity.

Over the programme of their education, it is very likely that the learner will wish to communicate with:

- The Programme Coordinator or Lead Lecturer
- A Department Head
- The Institute President
- The Senior Administrator

Any communication with these senior members will be printed and filed in a secure (lockable) location. The relevance of such communication will be judged by the recipient and presented to the relevant senior member of staff.

Letters

Typically a written letter will be copied once and handed to Administration who will present the original to the recipient and place a copy on file.

Emails

An email will be forwarded no more than once, by the recipient an Administrator who will file the email and circulate only a printed copy of the email to the relevant senior staff. This is to prevent undue or unintentional editing of the digital content.

Phone Calls

A phone call will be logged by the recipient and transcribed by the same person in email form, and sent to an Administrator. At such a point the communication will be treated as an email and will follow the same procedure as emails above.

6.9 Access, Transfer and Progression

REVISION 13.08

6.9.1 Admissions

Those who are interested in studying at Dublin Institute of Design are required to fill in an application form which determines which course the candidates wish to enter. The applicant will be required to achieve the minimum entry criteria for each programme as indicated on the Institute's website. On processing the application, administration will request support documentation in due course from each applicant. This information is collated and passed to the Registrars Office. If the minimum criteria is met, the applicant is granted a seat on the programme. If there is a problem with the application or support documentation, the applicant is contacted by administration or the Registrar's Office.

In certain cases, prospective applicants may wish to have a meeting with Programme staff or a department Head prior to tendering an application. These meetings are welcomed by the Institute in helping the prospective applicants to gain more of an understanding of the Programme.

6.9.1.1 School Leavers

All programmes at Dublin Institute of Design are welcome to school leavers. Leaving Certificate results may be combined from different years. Entry requirements for Higher National Certificate, Higher National Diploma and Degree programmes are 2 subjects at Grades A1–C3 on Higher Level papers and 4 other subjects at Grades A1–D3 on Ordinary or Higher Level papers leaving certificate subjects or approved equivalent. If the required leaving certificate grades are not achieved, admission to Higher National and Degree programmes can also be achieved by completing a relevant major FETAC Level 5 award or equivalent. A school leaver applicant who does not meet any of the above requirements will be called for an interview to assess the candidate's eligibility to a programme.

6.9.1.2 Mature Applicants

Dublin Institute of Design welcomes applications from mature learners for all programmes. If you are over 23 years of age on the 1st of January on the year of admission you are classified as a Mature Learner and you may apply to any full time or part time programme as such. Mature Learners are assessed on the basis of age, work experience notwithstanding this policies section on Recognised Prior Learning. Mature applicants should include any relevant transcripts, a CV or any other supporting documentation (including sample work or a portfolio of work) as part of their application, such as a copy of driver's licence or passport.

6.9.1.3 Assessment of Eligibility for Entry

Applicants, who submit an application form for the any programme to the Institute via the postal service, or the Institutes web site on-line application system, are notified of receipt of their application. In the case of entry level courses, where the minimum entry criteria has been met, the candidate, on foot of receipt of payment of minimum required deposit for that course, will be granted a place on the requested programme.

6.9.2 Advanced Entry through Recognised Prior Learning [RPL]

Dublin Institute of Design recognises all formal prior learning, including experiential learning. Should an applicant wish to apply to the Institute for any exemptions from part of a programme, they may do so through the Institute Advanced Entry system.

The National Qualifications Framework defines Recognition of Prior Learning (RPL) as, “...a process by which prior learning is given a value. It is a means by which prior learning is formally identified, assessed and acknowledged. This makes it possible for an individual to build on learning achieved and be formally rewarded for it. The term “prior learning” is learning that has taken place, but not necessarily been assessed or measured, prior to entering a programme or seeking an award. Prior learning may have been acquired through formal, non-formal, or informal routes ”

(Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training, June 2006).

This definition of RPL acknowledges that learning occurs in informal and non-formal situations, as well as through formal Programmes of study, and recognises prior learning based on life experience and work-place learning for the purpose of admission to higher education. Dublin Institute of Design recognises that the programmes on offer within the Institute are one aspect of the learner’s development in their chosen career, vocational and educational pathways.

The policy is specifically designed to provide ways of accommodating prior learning appropriately within the principles advocated by NQF, thereby providing access to higher education for a category of learners who would otherwise not qualify. Dublin Institute of Design is mindful of the need to ensure and safeguard the integrity of the programmes on offer and that the standards of knowledge, skills and competence are maintained.

Once the applicant has applied to their desired programme, the relevant Department Head will convene a panel of lecturers from the relevant programme committees to interview the candidate. The applicant is recommended to provide the panel with a portfolio of work to better demonstrate any learning outcomes that may have been achieved. Each member of the interview panel will make a written recommendation of exemptions based on the demonstrated learning of the applicant to the Department Head, who will pass the information to the Registrar’s Office for RPL mapping.

Once the exemptions have been applied, the candidate will receive a letter placing them in to the appropriate point in a programme so that they can complete their learning and achieve formal qualification in their selected field.

The applicant may chose to accept, defer, appeal or refuse the Institutes offer.

6.9.3 Deferral and Suspension of Studies

Learner requests for a deferral of granted place on a programme prior to their studies commencing with Dublin Institute of Design are reviewed by the Academic and Management Boards. Dublin Institute of Design will endeavour to facilitate applications for deferral to accommodate learners wherever possible.

However, the Institute is conscious of leaving places on programmes unfilled and will pay close attention to reasons given by applicants for wanting to defer a place offered to them.

6.9.3.1 Deferral Applications

All deferral and suspension of studies applications are to be made in writing, addressed to the Registrar's Office. Where the application is for medical reasons, the application should be accompanied by a supporting letter from their doctor. The Institute Registrar will reply in writing to the applicant within 7 days of receipt of an application for deferral, stating whether such application has been accepted or not. The Institute reserves the right to refuse an application for deferral without giving any reasons for such refusal.

Except under extenuating circumstances, all applications for deferral should be made before the commencement of the programme applied for. Where such applications are made subsequent to the commencement of a programme, application for suspension of studies will be considered. Arrangements for payment of programme fees will need to be arranged before a successful application is granted.

6.9.3.2 Suspension of Studies Applications

An application for suspension of studies can be made at any stage during the academic year, before the end of the final term of studies. All applications will need to be supported by strong evidence that the learner can not continue their studies that year. All application will be considered by the Registrar's Office. The Institute reserves the right to refuse an application should the supporting evidence not be sufficient. On foot of a successful application, the learner must make arrangements for payment of the remainder of their programme fees before a successful application is granted. The applicant may return to their studies the following year at the point at which they left. Arrangements can be made for their earlier return should additional supports be required for their return to education.

In granting a deferral or suspension of studies, the Institute may charge a fee as outlined in the terms and conditions on our website. Learners are encouraged to enquire with administration as to this fee before considering submitting an application.

6.9.4 Widening Access to Education

Dublin Institute of Design endeavours to widen access to study for people traditionally under-represented in third-level education, through admission policies and modes and means of study. In achieving this aim, Dublin Institute of Design is mindful of NQAI's Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training 2005 and HETAC's Assessment and Standards 2009. This aim and its objectives are achieved through the following strategy:

- Developing and implementing policies and practices designed to increase the flexibility of admission criteria.
- Endeavouring to make programmes of study accessible to all learners, in terms of when, where and how programmes are offered, through flexible, modular programme structures and on-line training
- Recognising all forms of structured prior learning and incorporating it into existing programmes at all levels [National Framework of Qualifications]

- Evaluating relevant work experience supported by a portfolio of work and incorporating it into existing programmes at all levels [National Framework of Qualifications]
- Evaluating a professional portfolio of work and developing the learners skills to communicate their experiences through visual communication
- Maintaining the Institute's RPL [Recognised Prior Learning] policies and reviewing them regularly to accommodate developments in national regulations
- Encouraging, without prejudice, any person willing to commit to education, to develop a varied and wide portfolio of work, and elaborate skill set allowing them to further develop in Higher Education

6.9.5 Progression of Education

The Institute aims to provide opportunities for third-level study to all those who, potentially, have the ability to benefit and the capacity to succeed at all stages in their adult lives and careers. This aim is achieved through realising the following objectives:

- Encouraging all learners to maintain a professional portfolio of design displaying a wide skill set allowing them to progress their education through advanced entry programmes or similar methods of entry to programmes to Further and Higher education
- Committing to establishing links between established Higher Education programmes and encouraging learners to pursue Higher Education
- Making available to learners published documentation containing information relating to the Higher Education Links Scheme [HELS] as well as information relating to Access, Transfer and Progression policies of Higher Education providers

6.9.6 Preparing Learners for Employment

Dublin Institute of Design aims to equip its graduates with the knowledge, competence and skills that will enable them to embark upon a stimulating and successful career through attaining the following objectives:

- To work in partnership with relevant interest groups to identify the knowledge and skills which are required in order to play a productive role in a design environment
- Establishing effective and responsive links with interest groups and taking their needs into account when designing and developing programmes and units which are intellectually rigorous and current, where appropriate and feasible, using the resources available within the Institute, including expertise, experience and physical resources, to develop effective and innovative solutions to the needs of interest groups
- Continually seeking work placement opportunities within multiple and varied sectors of design to allow learners to benefit from real world application of their acquired skills
- Supporting learners in developing knowledge, understanding and key skills and attributes of a high standard through teaching, learning and assessment.
- Supporting learners to self-/peer-assess their own progress to self-development.
- Providing sound advice and information to help learners form and implement their career plans.

6.10 Teaching and Learning Support

REVISION 13.02

6.10.1 Aims

One of the most important areas for the Institute is the support that it provides to learners as they work their way through third level education. The philosophy of the Institute is to support and encourage learners through:

- Provision of Information for both Academic and Pastoral care
- Ensuring the availability and approachability of key staff: and
- Effective responsiveness to issues encountered by all stakeholders

Communication between management, administration, lecturers and learners is central to ensuring an effective support system. It is of critical importance that all staff are responsive to the needs of learners, and that learners are proactive in engaging support services both within and external to the Institute.

6.10.2 Learner Induction

Dublin Institute of Design provides a learner Induction for all cohorts commencing their studies at the Institute. Learners will be given an orientation of the building, and will be introduced to their Programme Co-ordinators, Heads of Department, as well as other key Institute staff.

The induction will inform learners of at least the following:

- Key quality assurance and operational policies and procedures
- Library Services
- Health and Welfare Services
- Policies regarding assessments and late submissions
- Policies regarding submission for assessment and deadlines
- Key dates in the forthcoming Academic Calendar
- Appointment of Learner Representatives

Induction takes place at the commencement a programme. While every effort is made to highlight important policies and procedures to learners, only partial Quality Assurance documentation is made available at this stage. Learners are informed that complete documentation is available through the Institutes website, or can be requested at administration.

6.10.3 Learner Representatives

6.10.3.1 Class Representatives

A class representative is nominated by the learners for each class, at each level, under the supervision of the relevant lecturer. This means that in the case of First Year Interior Design [Level 6 – Irish NFQ] there will be at least one representative for the Full Time learners, one for the Part-Time Day learners, and one for the Part-Time Evening learners, ensuring that each body of learners will be represented, even if they are time-tabled differently. The role of the class representative is as follows:

- To liaise between the class and lecturers and/or Programme Committee on issues relating to the delivery of the programme
- To attend quarterly class representative meetings: this will also be attended by the Department Heads, the Institute Registrar, and Institute Director. Minutes are compiled and distributed to all class representatives
- To nominate representatives to sit at the Academic Council
- To nominate a representative to sit on the Board of Governance

If a particular learner representative does not appear to be representing the class's best interests, the Programme Coordinator will suggest that the class nominate a different representative.

6.10.3.2 Class Representative Meetings

Learner Participation

The protocols outlined below will ensure that learners' involvement with academic staff work to the benefit of all concerned, and impacts positively on the programme as a whole. This involvement will be by way of participation at class representative meetings, and representation on the Academic Council and the Board of Governance. This protocol tries to ensure that only appropriate matters are raised in these fora and that matters of a confidential nature or relating directly to individuals are dealt with as reserved business with reduced minutes.

The Institute recognises that issues raised by learners are of genuine concern to them, and should be addressed objectively, and that learners may feel at a disadvantage to staff, and will not direct comment to them on a personal basis. The chairperson will ensure that the above protocols are implemented, and will rule personal comments to/from learner or faculty members out-of-order.

Frequency

Class rep meetings will be held once per term, generally the week following the mid-term break. Extraordinary meetings can be called where warranted.

Attendance

All class representatives are requested to attend. Non-attendance at two successive meetings entitles a learner group to nominate a replacement. In attendance on behalf of academic and management staff will be two of the following:

- At least one Head of Department [chair]
- Institute Director [vice-secretary]
- A representative of the Registrar's office [secretary]

Order of Business

A draft agenda will be issued 2 weeks in advance of each meeting outlining academic and management issues to be presented by staff. Class representatives can submit items on behalf of their learner group for inclusion on the agenda. Topics for discussion include: course workload, facilities (classroom, laboratories, workshops, library, computers etc) timetabling, continuous assessment/assignment/project scheduling, and health & safety. Learner representatives may not raise issues in relation to individual lecturer performance through the above mentioned mechanisms. Last minute items arising can be

included under 'Any Other Business' at the end of each meeting. The acting chair will review the agenda, affording all the opportunity to query items arising.

Distribution of Minutes

Minutes of the meeting will be emailed to all listed above in the 'Attendance' heading within a week of the meeting. Copies of the minutes will be located on the server accessible to all members of staff.

Actions of Minutes

Actioned items on the minutes are to be allocated and acted upon via management meetings or by Programme Coordinators via Department Heads. An update on actioned items is to be compiled from minutes of management and course committee meetings for presentation at the next Class Representative meeting.

6.10.3.3 Learner Body President

At the commencement of each academic year the learner Representatives are asked to nominate candidates for the Learner Body President. At the class rep. meetings, if there is more than one nominee for the Learner Body President, a vote will be held. The functions of the Learner Body President are:

- To sit on the Board of Governance
- Liaise with Institute Management on priority issues concerning learners
- Liaise with Programme coordinators on academic matters
- Coordinate with Learner Representatives on any issues that may arise

6.10.4 Learner Safety

Dublin Institute of Design has formal links with An Garda Síochána, in the form of a College Liaison Officer, who visits the Institute as part of Learner Induction to advise learners, particularly international learners, on all aspects of safety. The Institute remains in regular contact with the College Liaison Officer throughout the year. He supplies the Institute with posters and leaflets, and he is available to discuss any issues that arise. Dublin Institute of Design also ensures that posters and leaflets publicising Garda helplines are displayed prominently in learner areas.

6.10.5 Learner Health and Welfare

Dublin Institute of Design ensures that learners have access to information on all aspects of Health and Welfare.

With regard to mental health, Dublin Institute of Design ensures the following:

- The Institute keeps on record the details of a Counsellor, to whom learners are referred
- The Institute publicises the above service, in clearly displayed posters and flyers, via the Institute website, in the Learner Handbook, during induction, and at times that a relevant issue arises
- The Institute is in contact with a range of relevant organisations, such as *The Samaritans*, *PleaseTalk.ie* and *Positive Options*, and displays posters and leaflets relating to relevant organisations prominently in learner areas

With regard to physical health, Dublin Institute of Design ensures the following:

- The Institute has selected a General Practitioner's Surgery which:
 - Welcomes new patients

- Has appropriate opening hours
- Is in close proximity to the institute
- Provides a wide range of services
- The Institute publicises this information by way of posters, leaflets, the Institute's website, during learner induction and at any time that a relevant issue arises
- The Institute ensures that learners are aware that they will receive a discount on G.P. visits with a valid Learner Card

6.10.6 Career Advice

Dublin Institute of Design aims to ensure that the considerable insight of the teaching staff into all aspects of design industry and design education is made available to any learner who seeks career advice. Dublin Institute of Design teaching staff are highly qualified and practising designers who are skilled in many aspects of design and have worked in a range of sectors of the industry.

Learners are encouraged to feel free to approach their lecturers for advice on career choices or further education. Additionally, the Programme Co-ordinators have an open office policy, at times outlined at Induction.

Dublin Institute of Design also makes every effort to ensure that a range of relevant organisations and resources are publicised within the Institute. e.g. www.gradireland.ie, www.postgrad.ie. The Institute also provides career and potential job opportunities on via the Graduate Network web page.

6.10.7 Accommodation

In order to facilitate learners in finding suitable accommodation, especially in the case of international learners, Dublin Institute of Design promotes a number of reputable accommodation websites. Typically this information is available on the Learner Services section of the Institute website.

6.10.8 Learner Academic Support

Learners are encouraged to undertake additional Learner Academic Support to help gain maximum achievement and progression within a chosen course. This is offered in addition to the main teaching and technical support within the learner's course. The main Learner Academic Supports offered are (i) Study Support and (ii) Information and Digital Literacy.

i. Study Support

Learners may be advised by lecturers to refer to additional academic support material through learner support sessions. Sessions will further develop skills in academic language, the planning and structuring of written work, referencing and bibliography and planning and time management. Although work will not be corrected by lecturers learners will be given an overall evaluation of the work and specific issues to be improved on will be pinpointed. Learners also have the opportunity to have work proofread before submission at a charge of 25Euro per hour,

however this is not a one to one tutorial for text to be worked on with a lecturer. A 2000 word text takes approximately one hour to proofread and corrected.

ii. Information and Digital Literacy

Library services offer learners additional support on information resources, especially e-resources. Library Services aim to provide a wide range of collections, services and facilities to support learners in written and practice-based work.

6.10.9 Effectiveness of Support Services

The welfare of all its learners is of paramount importance to Dublin Institute of Design. To that end the Institute is committed to reviewing and evaluating the effectiveness of the Institutes support services to learners. One such mechanism of evaluation is Learner Feedback. The Institute Director takes on board pertinent recommendations made by Institute stakeholders through formal channels, and incorporates them into relevant planned amendments to policies. Recommendations for improvement can be made by an Institute Stakeholder such as:

- An Institute Director
- Head of Administration
- Institute Alumni
- The Academic Council
- The Management Board
- External Advisors
- External Accreditation Bodies
- Class Representatives
- Learner Body President

6.11 External Examining

REVISION 13.08

Notwithstanding the Quality Assurance in this document, any additional information regarding External Examination procedures are contained within the Institute's Assessment and Standards document.

The following quality assurance statements are in line with the provisions of the Qualifications and Quality Assurance (Education and Training) Bill 2011, the Qualifications (Education and Training) Act 1999 and the European Network for Quality Assurance in Higher Education (ENQA) Standards and Guidelines for Quality Assurance in the European Higher Education Area (2009):

- The Institute is responsible for the assessment of learners and the maintenance of programme standards that accord with national standards. Learners should be assessed using published criteria, regulations and procedures which are applied consistently
- The external assessment process is a quality assurance mechanism that supports public confidence in academic qualifications

The following principles underpin the Institutes External Assessment Quality Assurance:

- The integration of the external assessment procedures with other relevant Institutional policies, such as academic standards and assessment regulations



- An External Assessor is an independent expert within the programme's fields of learning, whose accomplishments attest to his/her likelihood of having the authority necessary to fulfil the responsibilities of the role. The sections to be discharged by an individual or by a team of External Assessors are to be decided by the relevant Programme Coordinator and Department Head, and brought to the Registrar for ratification, unless an External Assessor is appointed to a programme by an external validating body
- The appointment of a Programmes External Assessors considers the range of expertise and discipline diversity within the Institute

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