



AWARD IN PHYSICAL FITNESS AND CONDITIONING

This document outlines the Quality Assurance Procedures of the Provider, Setanta College in relation to the provision of quality education and training specifically in the area of Physical Fitness and Conditioning.

Section 1 Provider Background

- 1.1 Introduction
- 1.2 Mission statement of Provider
- 1.3 Objectives of the Provider
- 1.4 Learning Outcomes
- 1.5 How the programme meets its stated objectives; particularly as regards intended learning outcomes
- 1.6 Organisational Chart of the Provider

Section 2 Principle Quality Assurance Procedures of the Provider

- 2.1 Mode of delivery
- 2.2 Pedagogy relevant to the programme
- 2.3 Relationship to other programmes offered by the provider
- 2.4 Other links with the proposed programme
- 2.5 Programme management arrangements
- 2.6 Relevance of the programme to Irish, European and international labour markets
- 2.7 Human Resources implications of providing the programme
- 2.8 Information Systems for programme
- 2.9 Programme impact on physical resources and support facilities
- 2.10 Financial implications
- 2.11 Environmental scan of similar or related programmes offered by other providers
- 2.12 Learner demand for programme
- 2.13 Consultation on programme with relevant stakeholders and peers
- 2.14 Fair, consistent and standards-compliant assessment of learners on the programme
- 2.15 Provision for learners in the event of provider ceasing to provide the programme
- 2.16 Provision for learner access, transfer and progression in context of national framework

Section 3 Procedural detail of Provider

- 3.1 Procedures for the assessment of learners
- 3.2 Learners Complaints procedures
- 3.3 Procedures for ongoing monitoring of programme
- 3.4 Procedures for evaluation of programme
- 3.5 Procedures for evaluation of programme at regular intervals
- 3.6 Procedures for selection, appointment, appraisal and development of staff
- 3.7 Procedures for evaluating premises, equipment and facilities
- 3.8 Procedures for evaluating services related to programme
- 3.9 Procedures for evaluating effectiveness of Quality Assurance procedures
- 3.10 Learner Charter

Section 4 Appendices

- A Learner Charter
- B Annual Staff Questionnaire
- C Survey of Learners by Tutors
- D Survey of Learners
- E External Examiners Report Form
- F Programme Monitoring – Review Data
- G Procedures and Guidelines for Regular Periodic Review of the Programme
- H Learners Complaints and Appeals Procedures
- I Learners Complaint Form
- J Procedures to be followed to request a Recheck, Review and Appeal
- K External Examiners Approval
- L External Examiners Duties

Glossary

Conditioning - the process of implementing a SMART programme of work that culminates in advancing the player and coach in their chosen sport.

Fitness – this is a *status* of the player in relation to one of or a combination of key fitness components – body composition, strength, speed, power, agility, mobility, endurance, fundamental skill, psychology and performance in their chosen sport or activity.

SAQ – Speed, Agility and Quickness. An internationally recognised sport, exercise and coaching company specialising in the delivery of movement programmes for athletes and players through SAQ coaching courses and materials. SAQ Ireland is the official provider of these programmes for the island of Ireland.

Setanta College through its Quality Assurance policy sets out to establish a coherent framework for enhancing the quality of training provided and showing that standards are safeguarded.

This Quality Assurance handbook permits the monitoring of mechanisms to ensure that the policy is delivered and learners' rights prioritised. Procedural, documents on support services, management and human resources and the learning environment are outlined.

This document will be supplied to learners, lecturers and assessors.



Section 1 - Provider Background

- 1.1 Introduction
- 1.2 Mission statement of Provider
- 1.3 Objectives of the Provider
- 1.4 Learning Outcomes
- 1.5 How the programme meets its stated objectives regarding intended learning outcomes
- 1.6 Organisational Chart of the Provider

1.1 Introduction

- 1.1.1 Physical Fitness and Conditioning in Sport is now regarded as an area of specialism in its own right. It focuses on developing the physical, psychological and social attributes necessary in players and athletes to partake safely and to perform to their potential in their chosen sport.
- 1.1.2 Setanta College is different to most Colleges, it proposes to provide full campus services on-line to its learners. The most important area within this campus is the e-learning Classroom studio, where the student is engaged in learning. The College headquarters is in Dublin. Being an online institution means that College faculty and College learners do not need to be housed in any one physical location. Similarly all academic and administrative support services may be found within Setanta College online.
- 1.1.3 Setanta College was founded to provide a modern Physical Fitness and Conditioning coach education programme to participants. This is a direct response to the needs identified by Irish coaches for a specialised programme of education leading to a recognised qualification in this area.

1.2 Mission Statement of the Provider

- 1.2.1 The mission of the College is to provide a practical strength-based conditioning coaching programme of education that will equip active and future coaches in comprehensively advancing the strength and conditioning status and process in individual and team sports players and participants.
- 1.2.2 The College seeks to achieve this mission by providing:
 - a) a flexible, high quality programme of learning
 - b) tutors and instructors regarded as leading practitioners in the area of strength and conditioning

-
- c) an integrated approach whereby the learner is encouraged and supported to be creative and resourceful in applying the knowledge, skills and competencies acquired.

1.3 Objectives of the Provider

- 1.3.1 To design, deliver and advance a programme that will provide the learner with the confidence, understanding, in-depth knowledge, awareness, values, skills and resourcefulness in applying a strength and conditioning programme in their chosen sport or area of interest.
- 1.3.2 This is done while supporting and encouraging the learner to continue his or her conditioning/coaching involvement in their chosen sport.

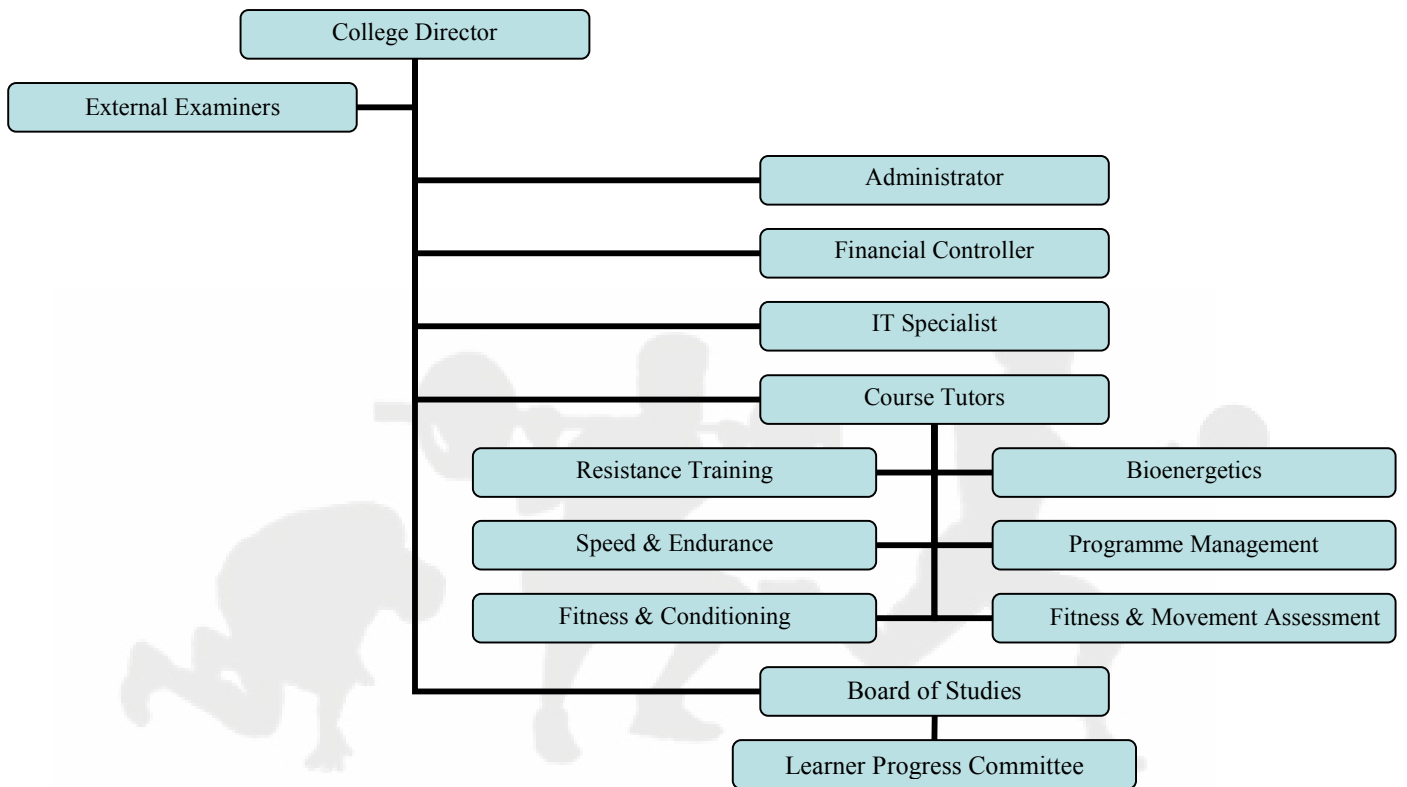
1.4 Learning Outcomes

- 1.4.1 Learning outcomes are the essential and enduring knowledge, abilities and attitudes that constitute the integrated learning needed by a graduate of this programme.
- 1.4.2 The learning outcomes approach to education means basing the programme and curriculum design, content, delivery and assessment on an explicit identification of the integrated knowledge, skills and values needed by both the learner and society.
- 1.4.3 This approach differs from competency based approaches in its emphasis on integration and the development of more general abilities that are often overlooked in a competency approach. It differs from more traditional academic approaches that emphasise coverage by its emphasis on:
- basing curriculum on what the learner needs to know and to be able to do as determined by the learner's and societal needs, not disciplinary tradition,
 - what the learner should be able to do rather than merely what knowledge they should possess as a result of a course or programme,
 - making explicit the development and assessment of generic abilities
- 1.4.4 The determination of learning outcomes is based on the educators' careful and broad analysis of what a competent learner of the programme should be able to do. Learning, where appropriate, will be relevant to the variety of the learner's roles included in their working, civic and personal life.

1.5 How the programme meets its stated objectives regarding intended learning outcomes

- 1.5.1 As stated a key element in the learning outcomes approach by Setanta College is the role of assessment. Assessment choices give clear meaning to the more abstract formulations of the learning outcomes. Stating learning outcomes clearly and providing evaluation based on explicit standards, greatly facilitates student learning. Assessment tasks will be seen as a primary means of learning. Assessment methods will provide the opportunity for demonstrating the learning outcomes in an integrated and realistic setting.
- 1.5.2 A learning outcomes approach to education emphasises the fact that Setanta College is providing more than simple lectures online. Rather, Setanta College is providing an online education that aims to develop not only the learners' knowledge database but also the core cognitive and social abilities that are crucial in today's working environment.
- 1.5.3 The learning outcomes are stated such that there is a clear implication for the role of assessment.
- 1.5.4 The emphasis placed on practical applications and the learner's capability at analysing and interpreting their sport and the athlete's needs is paramount. In this Setanta College seeks to ensure that the programme is evaluated regularly so that the content and delivery of the programme are always relevant and up to date.
- 1.5.5 The College will provide the subject/module writers with a subject/module guideline manual in devising the content and mode of delivery of the programme.

1.6 Organisational Chart of the Provider



Section 2 - Principle Quality Assurance Procedures of the Provider

2.0 The Principle Quality Assurance procedures of the Provider, Setanta College will be considered under the following headings:

- 2.1 Mode of delivery
- 2.2 Pedagogy relevant to the programme
- 2.3 Relationship to other programmes offered by the provider
- 2.4 Other links with the proposed programme
- 2.5 Programme management arrangements
- 2.6 Relevance of the programme to Irish, European and international labour markets
- 2.7 Human Resources implications of providing the programme
- 2.8 Information Systems for programme
- 2.9 Programme impact on physical resources and support facilities
- 2.10 Financial implications
- 2.11 Environmental scan of similar or related programmes offered by other providers
- 2.12 Learner demand for programme
- 2.13 Consultation on programme with relevant stakeholders and peers
- 2.14 Fair, consistent and standards-compliant assessment of learners on the programme
- 2.15 Provision for learners in the event of provider ceasing to provide the programme
- 2.16 Provision for learner access, transfer and progression in context of national framework

2.1. Mode of Delivery:

2.1.1 Setanta College will run its Physical Fitness and Conditioning programme on a modular basis. Learners will progress towards an award by passing individual modules. Each module makes a similar demand on the learner. Learner effort will consist not only of module lessons, tutorials and other online activities, but also time spent in personal study, assessment preparation and actual coaching/training time in the field. In addition, practical and residential workshops will be completed with an emphasis on learner and tutor interaction. Each module has clearly stated learning outcomes, which enables the learner to check that they have made the most of the module. Some of those learning opportunities will, nevertheless, depend on the learner's initiative and effective use of independent study.

2.1.2 The programme will be delivered through blended learning as follows:

- a) Computer based learning: The learner will complete on-line study of material relevant to the module of study on a weekly basis.

-
- b) **Practical Workshops and Demonstrations:** The learner will attend practical workshops where he or she will participate in the practice, delivery and assessment of exercise and work techniques relating to the practical module. The learner will also be challenged to apply their knowledge and understanding through practical presentations that relate to the module, their sport, their athletes and their environment. This assessment will require the learner to support their presentations with illustrations and examples from their current or previous coaching work.
 - c) **Residential Workshop:** The learner will attend a residential workshop where he/she will participate in the practice, delivery and assessment of exercise and work techniques relating to both theoretical and practical topics. The learner will also be challenged to apply their knowledge and understanding through practical presentations that relate to the module, their sport and athletes and their environment. This element of the programme is seen as an important part as it allows for interaction, informal discussion and learner support within a sporting/academic environment.
 - d) **Experiential learning:** The learner will implement a self-planned programme, guided by the learning outcomes of the programme while coaching within his or her chosen sport. This dovetails into the practical requirement of the learner applying what is learned on the course into his or her coaching programme.

2.1.3 The nature of the on-line environment dictates that learners may study when and where they like (within certain parameters such as exam dates and attendance at practical workshops). The modular system allows learners maximum flexibility in selecting their study pattern.

2.2 Pedagogy relevant to the Programme

2.2.1 The learner will be already involved in coaching an athlete, player or team. The learner will integrate knowledge, understanding and application of the theoretical aspects of the programme into practice and demonstration by observation, interaction, discussion, task completion and active participation in practical workshops.

2.2.2 Learner competence will be progressed through guided practice within the workshops where the principles of adult learning will be implemented. This process will include self-evaluation where the learner will complete assessments and tasks that relate to the modules covered and will do so both within his or her own coaching environment and within formal assessment.

2.3. Relationship to other programmes offered by the Provider

- 2.3.1 The provider has delivered practical based conditioning courses to amateur and professional coaches for over a decade. The programmes offered include the IRFU Certified Conditioning Coach course and SAQ International courses.
- 2.3.2 Many of the participants in these courses have indicated their interest and commitment to pursuing a more comprehensive certification programme in the area of strength and conditioning. This is because strength and conditioning is now regarded as a preparatory process for team and individual sport participation and performance.
- 2.3.3 It is envisioned that Setanta College will extend its range of programmes to include short duration courses that prepare learners for Strength and Conditioning related coaching involvement.

2.4 Other links with the proposed programme

- 2.4.1 Links by the provider have already been formed with the following sporting and fitness associations and coach education providers: IRFU, GAA county boards, GPA, SAQ Ireland & International, European Physical Conditioning Association (EPCA). It is envisioned that these links will be fostered and advanced through further meetings regarding potential benefit for the respective associations and their coaching structure. Other links will be made with both national and international bodies as part of the on-going development of the Strength and Conditioning programme.

2.5 Programme management arrangements

- 2.5.1 The college will offer a programme of approved content and standard together with a systematic process for monitoring, evaluation and continuous enhancement of the programme. This endeavour is predicated on building quality criteria into the programme and continuously monitoring it.
- 2.5.2 The involvement of recognised specialists in the design, monitoring and review of the programme will be ensured. This group will be the Board of Studies. The Board of Studies has two main functions:
- a) to assist in the planning, co-ordination, development and overseeing of the educational work of the college, and
 - b) to protect, maintain and develop the academic standards of the programme

-
- 2.5.3 The Board of Studies will meet on two occasions a year to review all areas pertaining to the programme. Their terms of reference include:
- management and implementation of all Quality assurance procedures
 - staff employment and appointments
 - course content and assessment procedures
 - learner feedback and teaching environment productivity.
- 2.5.4 The Board of Studies will have the responsibility to ensure that human resources and facilities, modes of teaching and assessment are quality focused at all times and that all modules of the programme are at current best practice level.
- 2.5.5 Its membership consists of the Director, Administrator, Course Tutors, Learner representatives and an external member appointed by the awarding body HETAC.
- 2.5.6 The Board of Studies course tutors are chosen for their acknowledged expertise in the area of sports conditioning.
- 2.5.7 The responsibility for staff recruitment, training, evaluation and monitoring lies with the Course Director and Board of Studies.
- 2.5.8 The college is committed to having qualified staff within the area of coach education and practical performance.
- 2.5.9 The course tutors role is to design and deliver the modular content to the learner. They will also evaluate the procedures in place to deliver an effective programme of study. They will also formulate the assessment process in each module. They will be proactive in interacting with the learner so as to ensure that the learner experience is geared towards ensuring continual development in attaining the learning outcomes.

2.6 Relevance of the programme to the Irish, European and International labour markets

- 2.6.1 Team based sports such as Rugby, Soccer, Hockey, Basketball, and Gaelic have qualified technical coaches and courses of study within their sporting associations. However, there is no practical sport conditioning course available for coaches of amateur sports in these codes. The programme on offer will fill this vacuum and also presents learners with excellent channels of communication among different sporting codes.
- 2.6.2 As a result of the lack of strength and conditioning courses for indigenous Irish coaches, there has been a strong response from coaches attending the IRFU CCC programme, SAQ International programme and GPA fitness seminars indicating high interest in the proposed programme. This programme would therefore satisfy a demand that is otherwise not being addressed within Ireland.

2.6.3 There is considerable potential for international collaboration in delivering the programme. The European Physical Conditioning Association (EPCA) a newly formed European association of fitness coaches involved in both amateur and professional team and individual sports has responded positively to the initiative. Further meetings will occur with the goal of collaborating in terms of programme delivery and learner work-study placement.

2.7 Human resources implications of providing the programme

2.7.1 In addition to the Board of Studies members the staff required to deliver the programme includes:

- College Secretary
- Financial Controller
- Information Technology Director

2.7.2 Other human resources include course Instructors and programme Monitors. Course Instructors will be selected for their acknowledged expertise in practical Physical Fitness and Conditioning coaching. Programme Monitors will monitor coaching progress during site visits. They will also assist in the assessment process.

2.7.3 The College staff will include all the above. The College staff will meet on at least three occasions during the year. The meetings will occur in conjunction with the workshops whereby the College staff will attend for post-workshop review and planning.

2.7.4 The college will be incorporated into a limited company whose financial control will be managed by the Financial controller and overseen by Murnane & Associates Accountants. The college legal advisor is Thomas Ryan of Ryan and Solicitors, New Cabra Road, Dublin 7. The College bank is AIB, Financial Services Centre, Blackrock. Co. Dublin

2.8 Information System resources needed

2.8.1 The resources required include on-line capability through a designated server. This will be housed at the College centre in conjunction with Tipperary Institute where the information technology specialist will ensure its operation.

2.8.2 Learners will be required to purchase essential textbooks. In addition recommended reading will be supplied during workshops and also referenced on-line.

2.9 Programme impact on the physical resources and support facilities of Setanta College.

2.9.1 For modular on-line delivery learners will use their own computer based facilities.

2.9.2 Weekend residential workshops will be completed annually based at the University of Limerick and the Tipperary Institute at Thurles, Co Tipperary utilising the facilities of both centres.

2.9.3 Other modular weekend workshops will be delivered at regional centres.

2.10 Financial implications of offering the programme

2.10.1 The College's financial support will be primarily from income received through fees. After an initial set-up period the College will be in a position to meet all expenditures from income derived from fees. Loan approval through the college bankers has been secured.

2.11 Environmental scan of similar or related programmes offered by other providers

2.11.1 The following table summarises similar or related programmes currently offered by other providers.

Programme title	Name of Institute Provider	Type or Emphasis	Comments
SAQ	SAQ International delivered through SAQ Ireland or through parent company in UK	1. Practical coaching workshops over 1-2 days in duration covering key fundamental movement coaching progressions. 2. Diploma offered from University of North Lincoln, UK via distance learning	1. Very popular with over 5000 coaches participating in one-off courses in Ireland over 5 years. 2. Over 1500 participants mainly from the UK have completed this distance learning diploma
IRFU CCC	IRFU	A 10 module course for Rugby coaches in both school and clubs in Ireland. Practical and theoretical elements integrated. Now in 3 rd year. Intended to allow flexibility to participants to complete course.	Over 150 participants over 3 years with 19 graduates currently.
Physical Education, Sports Science and Recreation Management	University of Limerick, Waterford Institute of Technology, Carlow Institute of Technology, Dublin City University	Full-time courses with Leaving certificate entry points required to register for courses.	A course of study not open to practicing coaches with limited Leaving certificate points
Strength & Conditioning Master degree course	University of Edinburgh, Scotland	For graduates or experienced mature coaches working in the	A course for graduates of sports science, phys ed or related areas who want to

		area. This is a full-time one year course.	advance their strength coaching qualifications. High theoretical demand appropriate to Master's level
--	--	--	---

2.12 Learner demand for programme.

- 2.12.1 Fitness and Conditioning coaches in sport are becoming popular. This is seen in the growing international recognition of their importance in sport. In Ireland the IRFU employ 18 full-time strength and conditioning coaches to deliver their conditioning programme.
- 2.12.2 Previously Fitness and Conditioning coaches came from a sports science background. More recently however, the requirement within sport at both an amateur and professional level is for strong practical experience in the area of strength and conditioning and the specific sport.
- 2.12.3 Many part-time conditioning coaches earn a living working as personal trainers and working with clubs and teams throughout the country. This is also the case in neighbouring countries such as Scotland, Wales and England. However, while there is a demand for their practical skills there are few opportunities for them to gain a meaningful qualification in their area of interest.
- 2.12.4 Currently SAQ international offers a range of short duration courses to coaches who are interested in this area. SAQ International is a highly respected international company specialising in conditioning courses and education with an emphasis on speed, agility and quickness. The popularity of this international group is seen in that it now offers an international diploma in SAQ conditioning through the University of North Lincoln, UK. The current database of SAQ practitioners in Ireland will be a focus of potential learner recruitment as these practitioners have already demonstrated their involvement and interest in this specialised area. There are now over 5000 coaches have participated in short duration courses in Ireland alone.
- 2.12.5 The IRFU's CCC course also offers coaches of Rugby in Ireland an opportunity to advance in the area of strength and conditioning. Both the IRFU and SAQ Ireland are the only groups offering practical awards in conditioning for sport in Ireland. This cohort of Rugby conditioning practitioners will also be a potential learner recruitment source.
- 2.12.6 Several GAA team coaches at both county and Club level have approached IRFU CCC participants with a view to managing the physical fitness and conditioning programme of their respective teams. This is a further indication of the acknowledged demand for such personnel. This also highlights the importance of

having a nationally recognised qualification within this area. This group of coaches will also be a potential learner recruitment source for the programme.

2.12.7 The Physical Fitness and Conditioning programme will offer the participant a thorough background in sports conditioning practices with an emphasis on strength conditioning and will embrace elements of key disciplines such as anatomy and physiology, biomechanics, sport psychology, sports nutrition, practical sports conditioning coaching, facility management and programme development.

2.13 Consultation on the programme with relevant stakeholders and peers.

2.13.1 Setanta College has engaged the interest of the IRFU, some GAA county boards and the GPA for the support of the Physical Fitness and Conditioning programme among their association members.

2.13.2 In addition preliminary consultation with the National and Coaching and Training Centre based in Limerick has taken place regarding cooperation in delivery of the programme.

2.14 Fair, consistent and standards-compliant assessment of learners on the programme

2.14.1 Setanta College will ensure that relevant information is accessible to all stakeholders. A quality ethos will be effected with openness and transparency at the core. All relevant programme information e.g. programme syllabus, schedules and assessment requirements will be made available in hardcopy and electronic format. Greater transparency will be achieved by both Intranet and Internet to publish policy documents, procedures adopted and minutes of meetings.

2.14.2 Learner representatives will be included on the College committees identified with a role in quality assurance. The College will strive to develop systematic methods for gathering learner feedback on the programme and its support services. Fair and transparent mechanisms for processing complaints and appeals and a commitment to speedily and adequately addressing perceived weaknesses are prerequisites in guaranteeing learners' rights.

2.14.3 A Learner Charter will be devised and this will form the basis of the learner's rights while participating on the programme. See Appendix A.

2.14.4 The College will endeavour to create the environment in which the learner will take responsibility for their own learning. In this context all relevant course material must be accessible to the learner and support material available. The

College will encourage the use of group and project work and collaboration during practical and residential workshops.

- 2.14.5 Having in place fair and consistent assessment procedures that satisfy external standards is a fundamental quality objective. The College is determined to have an assessment process which is fair, consistent and effective in measuring the extent to which the learners achieve the stated learning outcomes. To protect the integrity of the grades learners must have available sufficient information on assessment requirements and all component elements of final grades.
- 2.14.6 The College will generate and collate all necessary data in order to monitor critical quality indicators e.g. Annual Staff Questionnaire, Survey of Learners by Tutors, Survey of Learners, External Examiners Report Forms, Programme Monitoring – Review Data, Regular Periodic Reviews (see Appendices B – G) and Board of Studies reports, external periodic reviews and graduate destination data. Data collated will be considered by the most appropriate forum, planned interventions recorded and carried out and the effectiveness of these interventions evaluated. The College will make all quality data and reports available to stakeholders.
- 2.14.7 Setanta College will provide innovative coursework promoting situated learning and fostering transferable skills to ensure that assessable coursework prepares learners for their role as exemplary Physical Fitness and Conditioning practitioners.

2.15 Provision for the protection of learners in the event of Setanta College ceasing to provide the programme.

- 2.15.1 Learners will be remunerated fees should the College cease to provide the programme. The College is also in consultation with SAQ International regarding continued support for the strength and conditioning programme should Setanta College cease to exist. Discussions with other groups involved in similar programmes will be pursued.

2.16 Provision for learner access, transfer and progression

- 2.16.1 Preliminary meetings with SAQ International have been positive in agreeing to access or arrange transfer for Setanta College students on to their distance learning SAQ diploma course.
- 2.16.2 It is our intention to consult with other providers to ensure a broader learner access, transfer and progression from the programme of study. Consultations with other providers regarding access, transfer and progression to graduate programmes will be completed when the programme is set-up.

Section 3 Procedural Detail of Provider

3.1 Procedures for the assessment of learners

- 3.1.1 The procedures for the assessment of the learner will ensure that the College operates a system of assessment that is:
- a) Fair and consistent
 - b) Complies with the validating body's standards
 - c) Effective in measuring the learner's attainment of the intended learning outcomes
 - d) Supportive in giving feedback to the learner
 - e) Positive to the total learning experience of the learner
 - f) Supportive of generating creative and original approaches to demonstrating that learning outcomes are achieved
- 3.1.2 The procedures and guidelines focus on developing and maintaining an assessment plan which will address the following:
- a) Purpose of assessment
 - b) Feedback provision
 - c) Schedule showing weighting of assessment
 - d) Grading of assessment
 - e) Criteria for assessment
- 3.1.3 The rationale and reasons for using a particular assessment will be outlined to the learner.
- 3.1.4 The learner should understand the process of feedback within the assessment procedure.
- 3.1.5 The learner will be made aware of the timing and the method of assessment to be used.
- 3.1.6 The programme of study will be assessed through continuous assessment (written, multiple choice questionnaires (MCQs), project, task and practical methods) and terminal examination. The proportion of marks available for these two assessment strategies is flexible and will be confirmed by the Board of Studies following recommendations by the Course Tutors.
- 3.1.7 Terminal examinations will be completed through written assessment although some elements of modules will be examined through project or task work and practical demonstration. Some modules may also include oral assessments. Some continuous assessments will be set and delivered on-line.

3.1.8 All Setanta College examinations and continuous assessments will be marked and graded according to the procedures laid out in the HETAC 'Marks and Standards, 2001' document. The table below shows the band scores.

Band	College Scale Score
1 st	> 70
2 i.	63 – 69
2.ii	55 – 62
Pass	40 – 54
Close Fail	35 – 39
Fail	< 34

3.1.9 To ensure that the learner assessment procedures are fair, consistent and in compliance with the HETAC awarding body's standards, assessment procedures will be reviewed by the External Examining body.

3.1.10 The following assessment procedures will be in place:

- a) **Assessment Paper:** This form of assessment will be in two parts. Part 1 will be an essay type question or task completion report or a combination of both. Essay and task titles will be posted online and the learner will be given a deadline in which to submit the completed paper which will coincide with the completion of the programme's individual module. Part 2 will take the form of a learners log book of strength and conditioning coaching with his/her team, squad or athlete. This will demand that the learner plans and implements a programme of conditioning appropriate to the needs of the participant and the demands of the sport. This log book will be presented at the end of the programme of study for evaluation but will the learner will be supported in its synthesis by the programme monitor and course tutors.
- b) **Multiple Choice Questionnaire (MCQ's):** MCQs will be delivered on-line at specific dates and times. Usually MCQs will be available online for 24 hours. As such, they are open book exams in that the learner will be able to consult course and other material while they complete the exam. Learners will be able to sit the MCQ only once. MCQs will contain approximately 30 questions covering the module. Time allowed will be one and a half hours. There will be no negative marking, but MCQs will be set to ensure that only the very best are able to achieve over 70%. Questions will require synthesis and analysis of course material as opposed to simply recognising correct facts from incorrect facts.
- c) **Case Study Analysis:** Each module will require learners to read key journal articles as set by the course tutor. The learner's understanding of at least one journal article and how it relates to wider issues in the course will be assessed

through one or more structured questions. The journal article critique or case study will be submitted and graded online.

- d) Practical demonstration: Setanta College acknowledges the importance of ensuring a strong practical element within the assessment procedures. Key elements of modules that have a strong practical focus will have both a clear workshop learning environment and a practical assessment format. For example demonstration of correct lifting technique in the Clean lift, will be included in the assessment format of the Olympic lifting element. The learner will be required to present a suitable method of coaching this lift technique to an individual based on the lifter's current competency and level of conditioning. The learner will also be assessed on his or her competence to progress the lifter's technique through progressions presented and justified. Usually this assessment will occur as part of the practical workshop for each module. Practical demonstrations will also be interactive and involve appropriate task completion presentations where learners cooperate in their task presentations.
- e) Discussion forum: Each module has a dedicated discussion forum. These discussion forums are a valuable resource for online students. The discussion forum will also extend to discussions during workshops. Course tutors have the option to include assessed forum and workshop contributions as part of the continuous assessment strategy for the course. Usually this component will account for no more than 5% of the total course marks available.

3.2 Learner Complaints Procedure

- 3.2.1 This procedure applies to all learners of Setanta College for the programme of study operated by the College. This procedure does not cover academic appeals for which there is a separate procedure.
- 3.2.2 No learner will be disadvantaged through availing of the complaint procedure. However the College will expect that in raising possible issues of complaint, learners themselves will have observed their obligations and responsibilities in keeping with the Student Charter. The College also expects that learners will not engage in frivolous or vexatious complaints.
- 3.2.3 The intention is that most problems will be dealt with locally, in a spirit of conciliation. Thus the formal complaints procedure should be seen as a last resort in the search for a solution
- 3.2.4 Any party involved in a complaint has the right to be accompanied and represented by a person of his/her choice at every relevant stage of the procedure.

-
- 3.2.5 The procedure is intended to produce a speedy and efficient resolution. The aim is to prevent unnecessary delay, whilst ensuring a full and fair assessment of the particular circumstances of any individual complaint.
- 3.2.6 Complaints provide an important source of feedback on the performance of the College's services and members. As such the College will monitor the registration of complaints and the progress towards resolution. The Administrator will include a section on complaints in his/her annual report to the Board of Studies to ensure complaint trends are monitored and that relevant quality issues are identified and addressed. Information that would identify any of the parties involved will not be included in this report.
- 3.2.7 All complaints should normally be made within 21 days of the alleged incident, matter or concern.
- 3.2.8 The complaints procedure is based on the principle of Natural Justice. Consequently anonymous complaints will not be accepted.
- 3.2.9 Appendix H outlines the procedures in place for Learner Complaint Procedures.
- 3.2.10 Appendix I outlines the Learners Complaint Form.
- 3.2.11 Appendix J outlines the procedures to be followed should a learner wish to request a Recheck, Review and Appeal.

3.3 Procedures for ongoing monitoring of programmes

- 3.3.1 The procedures and guidelines outlined below and in the relevant appendices will guide all staff and learner representatives involved in the ongoing monitoring of programmes. This monitoring process relates to the programme as a whole and not to the progress of individual learners on these programmes.
- 3.3.2 Purpose: The purpose of these procedures and guidelines is to -
- a) ensure systematic processes exist for gathering and considering information that can be used to improve the delivery of the programme;
 - b) ensure the programme remains current and continues to meet its stated aims;
 - c) monitor the degree to which learners meet the intended learning outcomes of the programme and the extent to which the assessment mechanisms are appropriate;
 - d) contribute to the development of a quality culture in which all participants are aware of their respective roles and that actions are taken to address observed weaknesses in the programme;
 - e) position the monitoring of the programme within a framework of systematic periodic reviews.

-
- 3.3.3 Nature of Monitoring: Monitoring the programme involves the ongoing examination of the programme delivery. The experience gained from delivering the programme should be evaluated in the context of the programme's aims.
- 3.3.4 This examination of the programme should focus on the links between the modules, the demands on the learners, and the coherence of the programme delivered.
- 3.3.5 It is a College requirement that the Board of Studies complete the annual monitoring report for the programme and that the necessary changes must be introduced for the next delivery of the programme. To introduce significant changes to a programme it is necessary to mirror the procedures for the validation of a new programme.
- 3.3.6 The Board shall finalise the annual monitoring report in time for consideration at their annual meeting.
- 3.3.7 Learner Progress Committee: The Learner Progress Committee is constituted on the same basis as the Board of Studies, but does not include learner representatives. The Learner Progress Committee is concerned with the individual learner's programme performance and compliance to the programme work. The Learner Progress Committee would typically meet prior to each Board of Studies meetings.
- 3.3.8 Attendance during workshops is recorded by the College Administrator and is submitted to the Director after each workshop. The preparation of a record on learner logon and continuous assessment, for the Learner Progress Committee, is overseen by the Administrator. A summary document is also prepared for consideration at the Board of Studies.
- 3.3.9 The College Administrator will ensure that learners with poor attendance/compliance records are advised in accordance with the policy of the Board of Studies.
- 3.3.10 It is important that the issues considered at the Learner Progress Committee are reflected in the Board of Studies annual monitoring report. Any changes arising from the deliberations of the Learner Progress Committee shall be detailed in the report.
- 3.3.11 Course tutors at their monthly meeting will monitor the content of the programme. In addition, external experts will be invited to assess the module for current knowledge level. These external experts will be invited by the Board of Studies such that each module is assessed once every 2 years.
- 3.3.12 The extent to which stated learning outcomes are being attained by the learner will be assessed during the practical workshops. Corrective action should it be

required will take the form of adjustment of the content of both the theoretical and practical elements of the module in addition to the assessment procedures following approval by the Board of Studies. Further any follow-up action required to assess the impact of the corrective action will be planned and implemented.

3.3.13 The appropriateness of the curriculum and assessment modes will be reviewed by the Board of Studies who will represent an acknowledged sporting level of expertise and programme development and they will meet on two occasions in the year. Board members will be circulated in advance regarding the minutes of the previous meeting and the items for discussion.

3.3.14 Course tutors will meet each month to monitor the programme. In addition there will be regular feedback and involvement of the learner in this process. This will take the form of an evaluation of all modules delivered, workshops and assessments completed in addition to an open forum at each workshop for learner – tutor critique of the programme delivered. From this forum issues arising can be referred to the Board of Studies for consideration at their next meeting.

3.4.1 Procedures for evaluation of programme.

3.4.1 The procedures for evaluating the programme will include procedures for the evaluation of premises, equipment and facilities used, services related to the programme and procedures for evaluating the effectiveness of the quality assurance procedures.

3.4.2 The Tutor will provide a summary of the Survey of the Learner by Tutors (see Appendix C) to the Board of Studies.

3.4.3 The Tutors summary of the Learners Survey is a crucial element in the ongoing monitoring of the programme. The Board of Studies Annual Monitoring Report includes a section for summarising the Tutors' Survey of the Learner.

3.4.4 Survey of Learners (see Appendix D). The Learner's Survey is concerned with all the constituent elements of the programme. The appraisal of the programme by learners is a central part in the ongoing monitoring of the programme. The Board of Studies Annual Monitoring Reports will reflect the learners' appraisal of the programme. This will also include details of the revisions to be undertaken to overcome weaknesses in the programme. The survey encompasses: standard of resources available, organisation and content of modules and general evaluation and suggestions. It is the College's requirement that learners are given the opportunity to appraise the programme anonymously.

3.4.5 The College Administrator will arrange to have surveys administered towards the end of the year and will ensure that they are analysed for the Board of Studies Annual meeting.

-
- 3.4.6 The College Administrator will also provide the relevant sections of the surveys to the Director who will organise responses from the various service providers for consideration at the first meeting of the Board of Studies in the new academic year.
- 3.4.7.1 External Examiners' Report. External examiners will be appointed by the College and HETAC awarding body (see Appendix K and L).
- 3.4.8 Each external examiner is required to submit a report within 4 weeks after the external examination summarising the previous academic year's assessments. A copy of the College's Report Form for External Examiners is included in Appendix E.
- 3.4.9 The external examiners report is detailed and provides important information for consideration at both the Board of Studies and Tutor delivery level.
- 3.4.10 The College requires that the issues raised by external examiners be addressed in the Board of Studies annual monitoring report. Existing and proposed measures of any deficiencies should be detailed.

3.5 Procedures for evaluation of programme at regular intervals

- 3.5.1 On going learner and internal staff evaluations of the programme will be completed. The following will be required to complete an evaluation of the programme annually:
- Learner
 - Part-time Instructor
 - Programme Monitor
 - Course Tutor
 - Course Administrator
 - Information Technologist
 - College Secretary
 - Course Director
- 3.5.2 Setanta College is committed to involving the learner in all aspects of Quality Assurance. The process in place for a learner to be involved is as follows:
- a) Completion of module evaluation form
 - b) Completion of Survey of Learner
 - c) Interaction between learner and course tutor
 - d) Interaction with practical instructor
 - e) Procedures for learner assessment result appeal
 - f) Procedures for 2 year Regular Periodic Review

-
- 3.5.3 The programme will be evaluated yearly by the Board of Studies in order to ensure that current best practice is being delivered to the learners. The Board of Studies will also evaluate the market needs with a view to ensuring that the product of the programme meets with their needs. They will be in possession of all internal and external programme-module evaluations that are completed.
- 3.5.4 It is intended to complete a Periodic review on the programme every two years (see Appendix G). This will include both a self-evaluation and an external-evaluation and will focus on the status of the programme and its ability to meet the learning outcomes stated, the necessary support services that the learner requires, the employment or placement of graduates, the impact graduates are making on sport performance, the requirements of different sporting bodies. This will culminate in a summary report for the Board of Studies establishing the programme's strengths and weaknesses, opportunities and threats, proposed module changes and modifications, proposed staff development and financial and resource implications.
- 3.5.5 Follow-up to this Regular Periodic Review will be ensured through consultation with the awarding Council and any recommendations made will be implemented.
- 3.5.6 The Board of Studies in conjunction with the College Director will oversee the implementation of any recommendations made.
- 3.6 Procedures for selection, appointment, appraisal and development of staff**
- 3.6.1 Course tutors will be selected based on their acknowledged expertise within a particular module/subject. Additional staff, in particular part-time staff involved in the practical workshop delivery will be engaged based on their current practical coaching involvement at the highest level.
- 3.6.2 Staff appraisal will occur on an annual basis. Staff appraisals will be conducted by the College Administrator and Director. Outcomes of staff appraisal will include a clear professional development programme that meets both the staff needs and the programme's development.
- 3.6.3 A programme of staff development will be in place and resources for this – including budget, in-house education, conference attendance and sport site visits - will be established.

3.7 Procedures for evaluating premises, equipment and facilities

- 3.7.1 The on-line facilities will be user friendly and password protected. In addition when practical workshops are completed they will be conducted at suitable and appropriate facilities.
- 3.7.2 Learners will be requested to evaluate the appropriateness of these facilities in terms of :
- a) Adequacy of facility in delivery of the module
 - b) Standard of equipment used: gym equipment, training accessories such as resistance training equipment, speed and agility training equipment, fitness testing equipment....
 - c) Resources used: power point display, indoor and outdoor facilities
 - d) Adequacy of refreshment and meal provision
 - e) Adequacy of accommodation
 - f) Adequacy of library facility and access
 - g) Opportunity for interaction with colleagues and staff
- 3.7.3 The College staff at the monthly meeting and the post-workshop meeting will review recommendations from the learner evaluation following each module and workshop.

3.8 Procedures for evaluating services related to programme

- 3.8.1 In order to ensure that the programme and the means of its delivery are effective the College staff will evaluate the effectiveness of the programme and support services for the learner at its monthly meeting. This will ensure that any issues arising will be addressed quickly. There will be a bi-annual review of the programme through the Board of Studies where relevant information and reports will be at hand to evaluate the programme. The items to be evaluated by both the College staff and the Board of Studies include:
- a) On-line facility and presentation of materials
 - b) Access and use of reading materials
 - c) Support of learner
 - d) Administrative services and support
 - e) Technical services for programme and learner
 - f) Premises used for workshops and maintenance
 - g) Staff support and development
 - h) Practical workshop evaluation: facilities, equipment, accommodation, access, learner interaction with staff, learner feedback and evaluation
 - i) Learner evaluations
 - j) Market place, professional bodies and employee awareness of programme

3.9 Procedures for evaluating the effectiveness of Quality Assurance procedures

3.9.1 This document is part of the Quality Assurance procedure in place for Setanta College and its programme. The following key elements are also part of this on-going QA process:

- a) Learner evaluations of programme
- b) Tutor evaluations of programme
- c) Monthly College staff meetings
- d) Post-workshop staff meetings
- e) Module evaluation by external experts
- f) Board of Studies meetings
- g) External examiners evaluation and meetings

The interaction of all the above will ensure that the QA procedures in place will be effective.

3.10 Learner Charter

3.10.1 The College is committed, through a partnership of management, staff and learners, to ensuring that its programme and affairs are conducted in a fair and equitable manner. This Charter sets out the rights and obligations of the learner and has been prepared and will be implemented in that spirit.

3.10.2 The Charter includes particulars of:

- The Rights of the Learner
- The College's Code of Conduct

The Charter applies to all registered learners of the College (See Appendix A).

APPENDIX A

Learner Charter

1. Rights of Learners

Learners have the following rights:

- a) The right to expect from the College tuition of a professional standard on the programme and reasonable educational and support facilities consistent with the resources available to the College.
- b) A right to two representatives on the Board of Studies of the College.
- c) The right to fair and just procedures, including appropriate appeals procedures, in all matters involving breaches of the code of conduct.
- d) The right to be able to represent personal views in a reasonable manner and to be treated with normal standards of courtesy by all other members of the College.
- e) The right to be recognised by the College as partners through open and constructive consultation with tutors and college staff.
- f) The College is a registered Data Controller and will comply with its obligations under existing or future Data Protection legislation with regard to the dissemination of personal information to any third party.
- g) The College will comply with its obligations under existing or future Freedom of Information legislation.

2. Code of Conduct

- a) The College expects that each learner will behave in a mature, reasonable and honest manner which protects the good name of the College, meets the requirements of his/her programme of learning, has due regard to the rights of others and does not adversely affect the conduct of College business.
- b) While the majority of learning will be on-line and personal guided study the College expects the learner to commit to the study requirements as described in the programme outline.
- c) Only learners registered for the programme should access the on-line services relating to the programme content.
- d) Learners will maintain their access identification and not disclose it a third party.

-
- e) Only Learners themselves will complete on-line assessments according to the requirements of the particular assessment.
 - f) During workshops learners will contribute to group and task requirements in a spirit of cooperation and collaboration appropriate to the requirement.
 - g) Learners will respect and apply the Code of Ethics as it relates to their athletes and players at all times.
 - h) During all workshop learning experiences the learner shall respect the property and persons of all members of the hosting campus.
 - i) Learners must wear name and course recognition identification during all workshop modules.



APPENDIX B

Setanta College – Annual Staff Questionnaire

Please indicate your opinion by marking the appropriate box.

Programme	Year	Date
-----------	------	------

A. College Level	Excellent	V Good	Good	Fair	Poor	V Poor	Don't know
College management is							
Strategic Planning is							
Implementation of plans is							
External promotion of the College is							
Communication within the College is							
Information on the Board of Studies is							
Information on the External Examiners is							
College resources are							
College Quality Assurance procedures are							
Resources for staff development are							
Outline how improvements could be introduced at College level:							

B. Physical resources and Services	Excellent	V Good	Good	Fair	Poor	V Poor	Don't know
Web site lay out is							
Workshop venues are							
Workshop timetable is							
Workshop facilities in general are							
Workshop equipment is							
Workshop accommodation is							
Workshop canteen and snack facilities are							
Services from the College administration is							
Lecture notes are							
Availability of journals, online resources etc is							
Computer services are							
Learner support during on line study is							
Identify where improvements can be made in the physical facilities and provision of services:							

C. Programme	Excellent	V Good	Good	Fair	Poor	V Poor	Don't know
The programme as a whole is							
Quality of learner is							
Relevance of the programme as a whole is							
Relevance of each of the modules is							
Relevance of individual workshops is							
Programme organisation is							
Technical support for practical elements during workshops is							
Technical support for self-learning in coaching environment is							
Programme as a preparation for further study is							
Programme as a preparation for employment is							
Operation of the Board of Studies is							
Operation of the Learner Progress Committee is							
Clarity of learner responsibilities and requirements is							
Appropriateness of the assessments used is							
Operation of the workshop assessments is							
Outline any further comments regarding the programme:							

APPENDIX C

Setanta College – Survey of Learners by Tutors

Please indicate your opinion by marking the appropriate box.

Programme	Year	Date
-----------	------	------

A. Learner profile	Excellent	V Good	Good	Fair	Poor	V Poor	Don't know
Learner attendance at workshop topics is							
Learner commitment to my topic presentation during workshop is							
Learner competence at understanding theoretical material is							
Learner response to on-line assessments is							
Learner feedback during workshop is							
Learner initiative during workshop is							
Learner interaction during workshop is							
Learner competence level in delivering practical assessment presentations is							
Learner level of enquiry during forum discussions is							
Learners background coaching level during programme is							
Learner practical competence at entry to programme is							
Learner practical competence at end of programme is							
Learner ability to apply material form programme is							
Outline where improvements can be made in any of the above:							

APPENDIX D

Setanta College - Survey of Learners

1. The primary objective of this survey is to obtain the views of the learners on their experience of the programme.
2. The feedback will enable the College to review the programme and modules and improve the service to provides.
3. You are kindly asked to assign a rating to a range of issues relating to the presentation of both on-line lectures and notes, workshop presentations, facilities and content and of programme modules as you experienced them, and then to return the completed form to the Administrator of the College.
4. We ask that you respond to the questions of this survey by giving careful and serious thought to each question. No personal comments in relation to other learners or staff should be made.
5. Please do not sign your name on the form.
6. There are four options available for each question in parts 3 and 4 which are graded from 1 to 4, of these 4 is the highest rating.

Part 1. Learner details – Please write answer in appropriate box

		Answer
1.1	Average weekly hours of whole programme study and coaching practice	
1.2	Average weekly hours on-line reading	
1.3	Average weekly hours support material reading	
1.4	Do you work full-time	
1.5	Do you have a part-time job	
1.6	Hours worked in week in job	
1.7	Do you coach a team or group of athletes	
1.8	How many hours practical coaching do you spend each week	
1.9	How many hours of coaching preparation/evaluation do you spend each week	

Part 2. Organisation and content of the Programme.

Please tick appropriate box. There are 4 options available for each question which are graded from 1 to 4, of these 4 is the highest rating.

		1	2	3	4	Not applicable
2.1	Structure of the programme					
2.2	Content of programme					
2.3	Effectiveness of induction programme					
2.4	Balance between theory and practical work					
2.5	Overall workload					
2.6	Distribution of workload between modules					
2.7	Effectiveness of timetabling					
2.8	Time allocated to practical workshops					
2.9	Integration of modules into overall programme					

Part 3. Resources available to the programme.

Please tick appropriate box. There are 4 options available for each question which are graded from 1 to 4, of these 4 is the highest rating.

		1	2	3	4	Not applicable
3.1	On-line course work					
3.2	Workshop venues					
3.3	Workshop facilities					
3.4	Workshop equipment					
3.5	Reading material support					
3.6	Availability of reading materials and other learning resources					
3.7	Availability of tutors for private discussion					
3.8	Workshop canteen and meals					
3.9	Residential accommodation where applicable					
3.10	Access to workshop venue					

Part 4. Effectiveness of communication

Please tick appropriate box. There are 4 options available for each question which are graded from 1 to 4, of these 4 is the highest rating.

		1	2	3	4	Not applicable
4.1	Presentation of on-line study material					
4.2	Planning and logic of study lectures					
4.3	Standard of written material provided					
4.4	Usefulness of additional references					
4.5	Availability of referenced material (electronic)					
4.6	Recommended texts					
4.7	Practical presentation					
4.8	Practical demonstrations					
4.9	Interaction with other learners during workshops					
4.10	Feedback on your practical demonstrations during workshops					
4.11	Feedback on continuous assessment					

Part 5. General Evaluation and Suggestions

No personal comments in relation to other learners or staff members should be made

Good features of the programme:

Weakness of the programme:

Suggestions for Improvement:

How did previous academic education prepare you for this programme?

How did your previous coaching education prepare you for this programme?

How did your previous and current practical coaching prepare you for this programme?

APPENDIX E

External Examiners Report Form

External Examiner: _____ **Address:** _____
Programme: _____

Module(s): _____
Date of Visit: _____

1. Did you receive appropriate programme documentation such as approved schedules/syllabus details? **YES** _____ **NO** _____
2. Have the modules/programme met their stated aims and learning outcomes? **YES** _____ **NO** _____
3. Did you have the opportunity to comment on draft assessment papers? **YES** _____ **NO** _____
4. Were your comments taken into consideration? **YES** _____ **NO** _____
5. Did you receive the draft assessment paper(s) in sufficient time? **YES** _____ **NO** _____
6. Did you receive marking schemes, model answers or guideline solutions where appropriate? **YES** _____ **NO** _____
7. Was there an appropriate spread of marks? **YES** _____ **NO** _____
8. Did you receive a representative sample of assessment scripts and other material presented for assessment e.g. continuous assessment, coursework, project material? **YES** _____ **NO** _____
9. If you received a sample, were you consulted about the sampling criteria? **YES** _____ **NO** _____
10. Were you given sufficient time for moderation? **YES** _____ **NO** _____
11. Did you have access to all the assessed coursework you needed to see? **YES** _____ **NO** _____
12. Was the standard of marking in assessed coursework satisfactory? **YES** _____ **NO** _____
13. Did you participate in any viva voce examinations? **YES** _____ **NO** _____
14. Were you satisfied with the conduct and outcome of the viva voce examinations? **YES** _____ **NO** _____
15. Did you attend the examination board meeting? **YES** _____ **NO** _____
16. Was the organisation and conduct of these meetings satisfactory? **YES** _____ **NO** _____
17. Were you satisfied that all learners were dealt with fairly and objectively? **YES** _____ **NO** _____
18. In your experience, were the standards of award made comparable with other colleges/institutions? _____

19. In your experience, was the level of attainment comparable with other colleges/institutions?

YES NO

YES NO

20. Were the standards achieved comparable with previous years?

YES NO

21. If this is your first year, did you have access to any reports from previous Extern Examiners?

YES NO

22. Had all points of concern raised by you or other External Examiners been dealt with satisfactorily?

YES NO

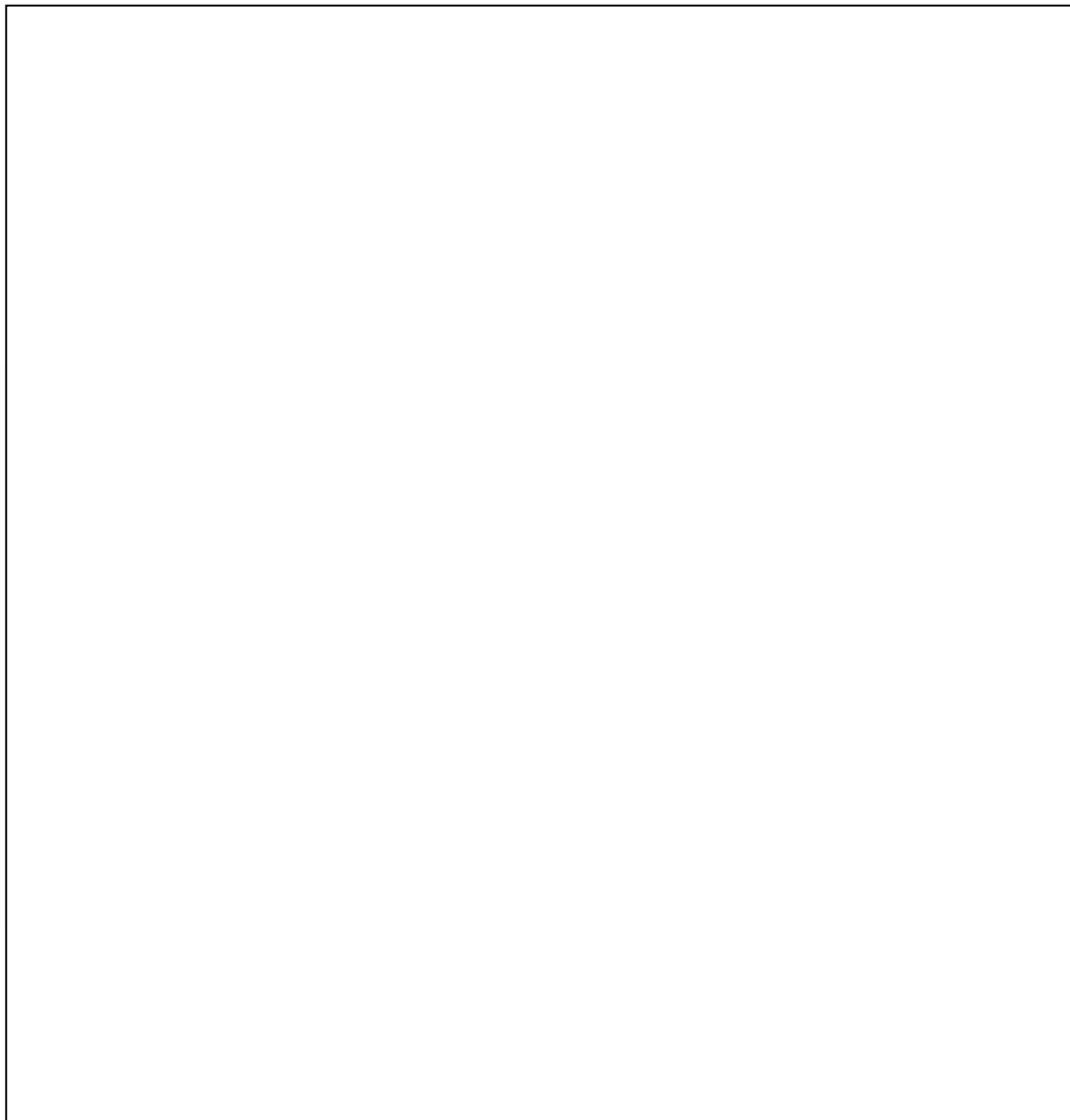
Please comment on those questions to which you answered NO on the previous page.

Please comment on the appropriateness of the assessment method(s) in the module(s) you examined.

Please give your observations on the College, its teaching quality, learning outcomes, resources and administration.

Aspects worthy of commendation

External Examiners' reports are a critical element of the College's on-going monitoring and review of the education programme that it delivers. In this Quality Assurance context, please outline weaknesses that need addressing, and any suggestions for improvements to the programme.

A large, empty rectangular box with a thin black border, intended for the user to provide feedback on weaknesses and suggestions for improvements. A small grey circle is visible on the right edge of the box.

APPENDIX F

Programme Monitoring - Review Data

This report is to be presented by the college Administrator to the Board of Studies annually.

SETANTA COLLEGE

Programme Monitoring /Review Data

Date:

For submission to Board of Studies on:

1. Learner enrolment to programme

Learner registration				Programme completions			Percentage Programme completions		
Year	Female	Male	Total	Female	Male	Total	Female	Male	Total

2. Age/Gender Profile of Learners

Year:

Age	Female	Male	Total
<20			
21-25			
26-30			
31-35			
36-40			
41-45			
46-50			
51-55			
56+			

3. Learner Assessment data – Multiple Choice Questionnaires (MCQ's)

Number completing all MCQ's assessments				Number successfully completing all MCQ's			Percentage of all learners successful		
Year	Female	Male	Total	Female	Male	Total	Female	Male	Total

4. Learner Assessment data – On-line Essay/Task

Number completing all on-line Essay/Task assessments				Number successfully completing all Essay/Tasks			Percentage of all learners successful		
Year	Female	Male	Total	Female	Male	Total	Female	Male	Total

5. Learner Assessment data – Workshop assessments: demonstrations, tasks

Number completing all tasks assessments				Number successfully completing all tasks			Percentage of all learners successful		
Year	Female	Male	Total	Female	Male	Total	Female	Male	Total

6. Learner Assessment data – training logbooks

Number completing training logbooks				Number successfully completing training logbooks			Percentage of all learners successful		
Year	Female	Male	Total	Female	Male	Total	Female	Male	Total

7. MCQ's

Module	Marks out of 100						Incomplete		Total
	1-19	20-39	40-54	55-62	62-69	70-100	Absent	Other	
1									
2									
3									
4									
5									
6									

8. On-line: Essay-tasks

Module	Marks out of 100						Incomplete		Total
	1-19	20-39	40-54	55-62	62-69	70-100	Absent	Other	
1									
2									
3									
4									
5									
6									

9. Workshop: Demonstrations and Tasks

Module	Marks out of 100						Incomplete		Total
	1-19	20-39	40-54	55-62	62-69	70-100	Absent	Other	
1									
2									
3									
4									
5									
6									

10. Programme Logbook

Logbook	Marks out of 100						Incomplete		Total
	1-19	20-39	40-54	55-62	62-69	70-100	Absent	Other	

APPENDIX G

Procedures and Guidelines for Regular Periodic Review of the Programme

The procedures and guidelines outlined below will guide all staff, learner representatives and external specialists involved in the Regular Periodic Review (RPR).

1.0 Purpose

The purpose of these procedures and guidelines is to make sure that each periodic programme review:

- a) improves the quality of the programme;
- b) ensures that the programme remains current and continues to offer a valuable educational experience to the learner;
- c) ensures that both academic and labour market needs of the learner are satisfied;
- d) complies with all the requirements of the approved external validating body;
- e) contributes to the development of a quality culture in which all participants are aware of their respective roles and that actions are taken to address observed weaknesses in the programme.

2.0 Regular Periodic Review

- a) The programme will be the subject of regular evaluation, at least every two years, or as the approved validating body directs.
- b) A RPR will be carried out on the proposed programme.
- c) There are two distinct elements to the RPR, an internal element and an external element. The internal element of the RPR comprises a self-evaluation of the programme, a plan for the subsequent 2 years and a revised programme document. The external element of a RPR entails a group of external experts considering the evidence of the self-evaluation and conducting their own evaluation of the revised programme document and plan.
- d) In monitoring 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. Feedback from learners is a pivotal component.
- e) The College's procedures for the assessment of learners is important for both self-evaluation and also in the development of the revised programme document.

-
- f) The feedback from employers or coaching authorities will be obtained to support the ongoing monitoring of the programme and its regular periodic review.

3.0 Aims and Objectives of RPR

3.1 Aims

- a) A RPR is a review of the continuing validity of a programme's aims and the associated learning outcomes.
- b) A RPR is undertaken in two stages – an internal phase and an external phase – to evaluate the effectiveness of the curriculum and assessment in relation to the intended learning outcomes.
- c) A RPR is mainly an evaluation of quality and flexibility of response to changing needs.
- d) The RPR centres on a review of the development of the programme and related courses over the previous years with particular regard to the achievement and improvement of educational quality.
- e) Through a RPR a revised programme document will be developed detailing revised aims and learning outcomes, revised course schedules, revised syllabi and a revised assessment plan.

3.2 Objectives

- a) Analyze the effectiveness and the efficiency of the approved programme.
- b) Review the development of the suite of modules having regard to the views of education interests, sporting bodies, etc.
- c) Evaluate the physical facilities provided by the College for the provision of the programme.
- d) Review the College's research activities and projections in the area of study under review.
- e) Evaluate the College's flexibility in responding to market and sports requirements and educational developments.
- f) Evaluate the formal links the College has established at national and international level and the wider community in order to maintain the relevance of its programme.

-
- g) Evaluate the College's projections and plan for the succeeding years in specific areas.
 - h) The self-evaluation must detail how the observed deficiencies in the programme will be addressed in the proposed revisions to the programme.
 - i) Develop a revised programme document that takes cognisance of the views of the relevant stakeholders.

4.0 The self-evaluation process will include:

- a) Internal Academic Processes
- b) Quality Assurance and Quality Control
- c) Quality Evaluation
- d) Student Throughput
- e) Review of Course Design
- f) Review of Assessment procedures
- g) Employment and Further Studies of Graduates
- h) National and International Transfers
- i) Review of Workshop and Other Facilities
- j) Deployment and Development of Academic Staff
- k) Links with Sporting associations and bodies and the Wider Community
- l) Research
- m) Course Delivery Methodologies
- n) Adult and Continuing Education

The self-evaluation process will be merged with the external review and will result in a Development Plan which will lead to a revised Programme Document. In conjunction with the awarding body HETAC the recommendations of this plan will be acted on.

APPENDIX H

Learners' Complaints and Appeals procedures

Stage 1

- a) Learners who feel that they have been treated unfairly or inequitably have the right to express their complaint.
- b) The learner should first try to address the issue with the subject of their complaint or with the immediate manager of the service.
- c) Stage 1 will generally be an oral process and a written record will not be made. However staff members involved will be encouraged to share their experience of the process.
- d) If the learner's complaint is not resolved locally then Stage 2 of the procedure, outlined below, should be followed.

Stage 2

- a) The College appreciates that there may be occasions where Stage 1 is inappropriate and/or that a more formal approach is necessary.
- b) The relevant Tutor will explain to the learner the operation of the remaining stages of the Learner Complaints Procedure.
- c) At this point the Learner should complete a complaint form (Appendix I), which can be obtained from the College Administrator or Secretary. The completed complaint form should be forwarded to the Administrator. The complaint should be specific and comprehensively documented. The complaint form must detail the learner's name and contact details, any relevant documentation, and dates, locations and witnesses as appropriate. Any previous efforts to resolve the matter should also be given.
- d) Where the College Administrator is the subject of the complaint, the complaint form should be forwarded to the College Director. The Director will identify an appropriate manager/Tutor within the College to deal with the complaint consistent with this procedure.
- e) The Administrator will acknowledge receipt of the complaint within five working days. It is the College's aim that all complaints under Stage 2 will be resolved within 21 days.

-
- f) At this point the Administrator will advise the person who is the subject of the complaint and provide that person with a copy of the complaint.
 - g) The Administrator will communicate with the learner to discuss the complaint. The Administrator will make a written record of the meeting/communication.
 - h) To establish the facts of the complaint the Administrator will hold a separate meeting with the person who is the subject of the complaint, and may also interview any material witnesses. The Administrator will make a written record of the meeting(s).
 - i) The Administrator will notify both parties in writing of the result of the complaint and the reasons for the decision. Where the result of the complaint includes consequent action or recommendations, the Administrator shall notify the appropriate person(s) or committee, internal or external to the college, without undue delay.

Stage 3

- a) If the complaint remains unresolved under Stage 2, either party may write to the Director, outlining how the complaint resolution process has progressed in their view.
- b) The Administrator will be asked to submit the original complaint to the Director, the evidence considered under Stage 2 and the Administrator's report on the complaint and the reasons for the decision.
- c) The Director will forward the complaint and the accompanying information to two external members of the Board of Studies (nominated by the Director) for their consideration. The Director's nominees will examine the material and may seek further information from the learner to clarify matters concerning the complaint. They may decide, if in their opinion the evidence justifies it, to uphold (or not to do so) a complaint without proceeding further with the complaint process.
- d) The Director's nominees will otherwise interview separately, the learner and the subject of their complaint and any appropriate witnesses. The learner may be accompanied by a fellow representative. The staff member who is the subject of the complaint may also be accompanied by a colleague.
- e) The Director's nominees will agree a written record of these meetings.
- f) The College aims to complete this stage of the complaints procedure within 14 days. The parties to the complaint will be informed if delays are expected.

-
- g) The Administrator will notify both parties in writing of the decision reached concerning this stage of the procedure and the reasons for it, together with any recommended consequent action.
 - h) The Administrator shall notify the appropriate person(s) or committee without undue delay concerning changes recommended or required as a consequence of the complaint.

Stage 4 (Appeal)

- a) Either party may appeal the outcome of Stage 3 within 14 days of receipt/knowledge of the decision. The relevant party must confirm the wish to appeal in writing to the Director.
- b) The Director will seek appropriate advice on the composition of a complaints committee and the protocol to be adopted before establishing the complaints committee to examine the appeal.
- c) Typically the complaints committee will have four members, chaired by the Director (or his/her nominee) and include an experienced external examiner and the learner's representative. No member of the committee will have been previously associated with the complaint.
- d) The committee will receive the documentation so far generated by the complaint and will consider that documentation and hear other evidence at a hearing in line with the above.
- e) The hearing will enable the committee to consider the way in which the complaint has been handled at any previous stage of the procedure and/or to reconsider the appropriateness of the result of the previous stage of the procedure. However, the hearing will not be conducted as an alternative to any part of the disciplinary procedures which apply to members of staff.
- f) The decision of the committee will be final as far as the College's Student Complaints Procedures are concerned.
- g) The Director will inform both parties, in writing, of the decision of the committee and the reasons for the decision.
- h) If the committee decides that certain actions have to be taken as a consequence of the complaint or appeal, the Director will nominate an individual to monitor such actions.

APPENDIX J

Procedures to be followed to request a Recheck, Review and Appeal

1.0 Procedures to request to Recheck

- 1.1 A learner wishing to have the marks awarded for a particular module (or modules) re-examined should seek a recheck (or rechecks) of the relevant module(s). A recheck is a re-examination of the marks awarded for a module, or part of a module, to ensure that there have been no arithmetical or clerical errors, that the marks awarded are appropriate, and that all the marks to which the learner is entitled have been included in the final total.
- 1.2 The College will seek to complete all rechecks within twenty eight days where recheck requests have been received by the Administrator (or his/her nominee) not later than five working days after the examination results have been displayed on the College on-line notice boards.
- 1.3 The recheck will be coordinated by the appropriate Tutor and carried out by the internal and external examiners, where feasible, or by one or more of other appropriate internal examiner or other appropriate external examiner.
- 1.4 Only a written request for a recheck made on the Learner Recheck Form (Form A) and signed by the person concerned will be considered. The candidate can supply details that he/she believes will help expedite the recheck.
- 1.5 A fee for a recheck shall be determined per module, which in the event of a successful recheck, will be refunded.
- 1.6 The Administrator will inform the student in writing of the outcome of the recheck.
- 1.7 The College will not process recheck requests received more than twenty eight (28) days after the examination results have been displayed.

2.0 Procedures to request a Review

- 2.1 The grounds for a review of the Board of Examiners are as follows:
 - a) the examination regulations of the College have not been properly implemented
 - b) the regulations do not adequately cover the candidate's case

-
- c) compassionate circumstances exist which may not have been considered by the Board of Examiners. Normally, such compassionate circumstances must be notified in writing to the Administrator when they occur.
- 2.2 The College will seek to complete all reviews within twenty eight (28) days where review requests have been received by the Administrator of the College (or his/her nominee) not later than five working days after the examination results have been displayed on the College on-line notice board.
- 2.3 Only a written request for a review made on the learner Review Form (Form B) and signed by the person concerned will be considered.
- 2.4 A request for a review must state the grounds upon which the review is sought.
- 2.5 The learner must supply evidence in support of his/her request.
- 2.6 Formal processing of reviews of examination matters will be carried out having due regard to the schedule of meetings of the Board of Studies and the annual conferring date.
- 2.7 A fee for a review shall be set, which in the event of a successful review, will be refunded.
- 2.8 The College shall consider requests for review received by the Administrator, and shall decide whether a review should be granted. Where a review is granted, the Review Board shall consider the evidence presented to it and decide the outcome of the review.
- 2.9 In carrying out a review, the Review Board may consult with such persons, as it deems appropriate. The Review Board may require that a re-marking of an assessment be undertaken by the internal and external examiners, where feasible, or by one or more of other appropriate internal examiner or other appropriate external examiner.
- 2.10 All decisions of the Review Board will be by majority vote. In the event of a tie, the Chairman will have a casting vote.
- 2.11 The learner will be informed by the Administrator, in writing by registered post, of the outcome of the review.
- 2.12 A candidate dissatisfied with the outcome of a review may appeal the decision of the Review Board.
- 2.13 Where appropriate, the Administrator shall notify HETAC of the outcome of the review.

2.14 The Administrator shall notify the learner's Tutor of the outcome of the review.

3.0 Procedures to request an Appeal

3.1 Grounds for Appeal: The learner can appeal the outcome of the review on the grounds that the review did not properly address his/her case. The introduction of new material that could have been included in the submission for the review shall not be a valid ground for appeal.

3.2 The Administrator may require that an appeal be conducted in respect of any review.

3.3 A request for an appeal must be received by the Director not later than the date specified in the letter notifying the learner of the decision of the review.

3.4 Only a written request for an appeal made on the learner Appeal Form and signed by the person concerned will be considered.

3.5 A request for an appeal must state the grounds upon which the appeal is sought.

3.6 The learner must supply evidence in support of his/her request.

4.0 Membership of an Appeal Board

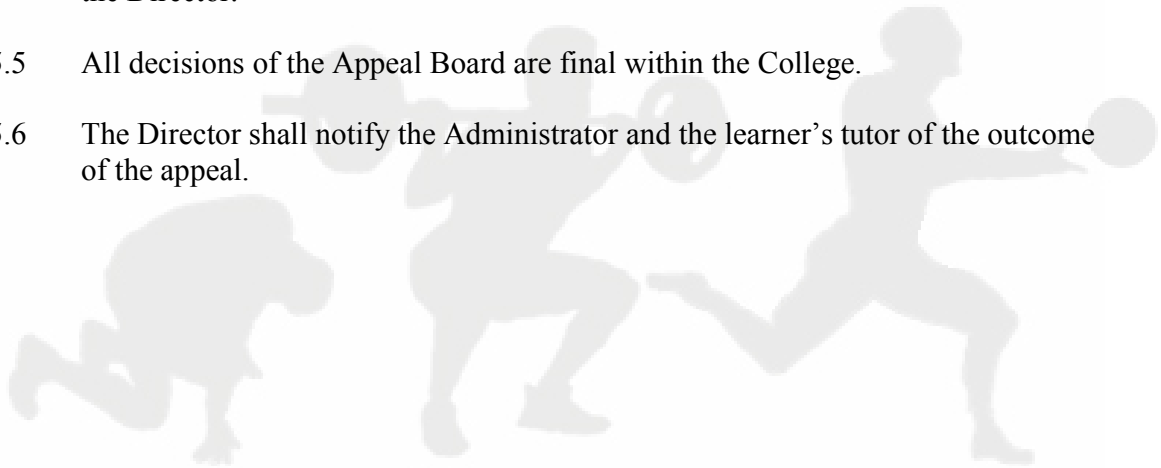
4.1 The following will be selected as members of the Appeal Board:

- a) Chairman: A person experienced in higher education procedures with particular reference to examinations and assessments, who is external to the system of providers with which this document is concerned, who has had no previous involvement with the matter under appeal and who is nominated by the Director of the College to act as Chairman of the Appeal Board.
- b) An experienced external examiner who has had no previous involvement in the case.
- c) A member of staff of the College who has had no previous involvement in the case (from a list nominated by the Board of Studies)
- d) Learner representative – the person nominated must not have had a previous involvement in the case.

5.0 Modus Operandi of the Appeal Board

5.1 The Appeal Board:

-
- a) shall consider the report of the relevant Review Board or Administrator.
 - b) may ask the appellant to address it on the circumstances of the appeal. (Note: The appellant may be accompanied by a person of his/her choice).
 - c) will seek (through the Chairman) such information or advice as it considers necessary and in such manner as it considers appropriate.
 - d) shall, having considered the circumstances, decide the outcome of the appeal.
- 5.2 The College (Director) reserves the right to engage the services of any appropriate professionals that it deems necessary.
- 5.3 All decisions of an Appeals Board shall be by majority vote. In the event of a tie, the Chairperson shall have a casting vote.
- 5.4 The appellant shall be informed in writing, by registered post, of the outcome by the Director.
- 5.5 All decisions of the Appeal Board are final within the College.
- 5.6 The Director shall notify the Administrator and the learner's tutor of the outcome of the appeal.



APPENDIX K

1. External Examiner Approval

- 1.1 Setanta College Board of Studies in conjunction with HETAC and its representatives shall consider nominations for appointment as External Examiners.
- 1.2 The Board of Studies shall satisfy itself that in general persons nominated for appointment satisfy the criteria for appointment as detailed herein.
- 1.3 The Board of Studies shall approve the appointment of such and as many persons as it deems necessary to act as External Examiners of the College for such periods as it decides.

2.0 Appointment

- 2.1 Following approval of nominations by the Board of Studies of the College, the Director shall issue a letter of appointment to the External Examiner, along with a contract to be signed by the External Examiner and Director of the College (or his/her nominee) which shall include:
 - a) duties and responsibilities
 - b) term of office
 - c) reporting relationships
 - d) reporting requirements
 - e) fees payable by the College
 - f) conditions relating to other appointments
 - g) termination of contract procedures
 - h) conflict of interest declaration.
- 2.2 The External Examiner shall be appointed from the date of signing of the Contract by the External Examiner and the Director or his/her nominee.
- 2.3 The term of office shall normally be for a period of three academic years, subject to annual re-appointment. In exceptional circumstances, the appointment may be extended by one further year. The circumstances shall be advised to the Board of Studies prior to the proposed extension taking effect.
- 2.4 Normally, the term of office shall commence on the first day of the new programme year in which the External Examiner is appointed.
- 2.5 The Director shall maintain a register of External Examiners appointments and periods of tenure.

-
- 2.6 Should it be necessary to terminate the contract of appointment, the Director shall recommend termination of the contract to the Board of Studies for approval detailing the reasons for the proposed termination. The Director shall notify in writing an External Examiner whose contract has been terminated.
- 2.7 Following appointment, the Director shall ensure that the External Examiner receives adequate additional documentation to enable him/her to understand the assessment systems operated by the College. Such documentation might include:
- a) Quality assurance policies and procedures
 - b) College academic and administrative structures and procedures
 - c) Programme/module documentation
 - d) Assessment procedures and schedules
 - e) Rules and regulations
 - f) Examination and award structures
- 2.8 The College should invite the External Examiner to visit in order to become familiar with its operations, to discuss his/her responsibilities as External Examiner and to determine the requirements of the External Examiner. This is particularly important when an External Examiner is being appointed for the first time.
- 2.9 Such visits should occur before the External Examiner commences assessment activities.

3.0 Number of External Examiners

- 3.1 The College shall ensure that sufficient External Examiners are appointed so that it can be satisfied that:
- a) the standard of its programme and modules thereof and learner performances can be adequately moderated and
 - b) the assessment and determination of award processes are being fairly and consistently conducted.
- 3.2 External Examiners may be appointed on a module basis as determined by the College.
- 3.3 Where External Examiners are appointed on a programme basis, there should be sufficient External Examiners to adequately assess the core areas of the programme delivered by the College. Such External Examiners will moderate one or more modules. The College shall determine the distribution of activities among the External Examiners.

-
- 3.4 Where External Examiners are appointed on a programme basis, there shall normally be two other External Examiners appointed for each module.
- 3.5 Modular External Examiners may be appointed who have expertise in particular subject areas, as determined by the College, and may be involved with particular subjects or modules within a sporting association or college elsewhere.
- 3.6 Where External Examiners are required to act as a team, the College shall ensure that such External Examiners have an opportunity to meet prior to a final Board of Examiners meeting.
- 3.7 It is not a requirement that a subject expert be appointed to cover every module of the programme. The emphasis should be on ensuring the programme as a whole is adequately moderated.

4.0 Assessment

- 4.1 External Examiners shall attend the College Board of Examiners meeting at the time of determination of results and at such other times as may be determined by the College in consultation with the External Examiner for the purpose of assessing the standard of the programme and/or the standard of learner performance.
- 4.2 External Examiners shall determine, in their expert judgement if the assessment procedures are fair and consistent and in accordance with the appropriate standards.
- 4.3 External examiners shall ensure that, during the proposed tenure, all significant elements of the programme with which they are involved have been adequately assessed.
- 4.4 External Examiners shall decide, in consultation with the Director and Administrator:
- a) the particular draft assessment papers, model answers and marking schemes (s)he wishes to review prior to the examination.
 - b) the particular marked assessment scripts (s)he wishes to consider
 - c) the nature and content of other assessment material (s)he wishes to consider, including course work.
- 4.5 The Administrator shall ensure that such material is provided to the External Examiner in good time.
- 4.6 It shall be the duty of External Examiners to see the drafts of assessment question papers, marking schemes, worked solutions etc., before the question papers are

finally prepared. External Examiners shall have the right to make such suggestions, criticisms, deletions, additions and amendments as they deem appropriate.

- 4.7 The internal and external examiners shall seek to arrive at a consensus opinion on contentious issues.
- 4.8 An internal examiner or Tutor of modules may request that other assessment materials be examined, subject to a reasonable quantity of such material being examined.
- 4.9 Having consulted with the internal examiner(s), where an external examiner wishes to carry out a viva-voce on candidates, (s)he shall notify the College in good time to allow appropriate arrangements to be made.

5.0 Boards of Examiners

- 5.1 Meetings of Board of Examiners are held for the purpose of deciding individual learner's results at such times as the College may determine.
- 5.2 The External Examiner shall attend for a meeting on the day prior to the meeting of the Board of Examiners, or at such other times as may be agreed by the College and the External Examiner, for the purpose of:
 - a) reviewing the proposed results for the programme as a whole.
 - b) reviewing module performance with Internal Examiners, including marked scripts, project work or continuous assessment material, as required.
 - c) reviewing borderline cases and, if necessary, interview such candidates.
 - d) carrying out a viva-voce examination, if required.
 - e) agreeing with the respective Internal Examiner(s) the proposed final marks/grades for consideration by the appropriate Board of Examiners.
 - f) attending appropriate meeting(s) of the Board of Examiners as required.
- 5.3 The Administrator shall provide the External Examiner with suitable statistical information, where available, to assist in this process.
- 5.4 The External Examiner shall indicate on the Module/Subject marks sheet any individual scripts, project work, or continuous assessment material reviewed by her/him as part of the assessment process, together with any adjustment to the marks/grades as proposed by the Internal Examiner. Efforts should be made to achieve consensus with the Internal Examiner in regard to such proposed amendments.
- 5.5 Where the External Examiner proposes adjustments to the results of a group of learners as a whole, (s)he shall consult with the Internal Examiner and

Administrator in advance of the meeting of the Board of Examiners. Efforts should be made to achieve consensus in relation to such proposed amendments.

- 5.6 The External Examiner shall attend the meeting of the Board of Examiners.
- 5.7 The External Examiner may comment on such matters relating to individual learner performance, module performance, or programme performance as (s)he deems necessary. The Board of Examiners shall give due consideration to such comments.
- 5.8 The External Examiner may request to have her/his dissenting opinion on any matter recorded on the broadsheet.
- 5.9 The External Examiner shall sign the broadsheet of Results. Such a signature indicates that the External Examiner participated in the Board of Examiners as a member of the Board, and conveys no further status on the significance of individual learner results.

6.0 Reporting Arrangements

- 6.1 Following the assessment/examinations, the External Examiner shall provide a report to the Administrator or his/her nominee of the College on the standard form provided by the College.
- 6.2 The External Examiner may, in addition submit a written report to the Director on such other matters as (s)he deems appropriate, and may request that such matters be investigated by the College.
- 6.3 The Administrator shall provide a copy of the External Examiners report to the Director, and invite written comments and details of any proposed action to be taken, on foot of the External Examiners report.
- 6.4 The Administrator shall forward a copy of these comments and details of proposed action to the External Examiner in order to provide feedback to him/her.
- 6.5 On completion of his/her term of office the External Examiner shall submit a general report to the Director on his/her opinion of the standards of the programme and learner performance.

APPENDIX L

External Examiners Duties

- 1.0 Role of External Examiner: External Examiners are appointed by the College to ensure adequacy of standards at assessments leading to the HETAC award of Strength and Conditioning. In particular, External Examiners should ensure that the appropriate standards with are applied.
- 2.0 Programme External Examiners: External examiners will be appointed as programme external examiners. In the case of programme examiner the examiner will assess more than one module in the programme, and should approach the task with a view to ensuring that each learner's performance in the programme as a whole is properly assessed, without undue emphasis on individual module performance.
- 3.0 Module External Examiners: The College may also appoint module external examiners to support Programme External Examiners.
- 4.0 Specific Duties of External Examiners: It shall be the duty of External Examiners to see the drafts of all assessment papers, marking schemes, worked solutions etc., before the assessment papers are finalised. External Examiners shall have the right to make such suggestions, criticisms, deletions, additions and amendments as they deem appropriate. The College requires that External Examiners see a representative sample of examination material presented by learners, including borderline cases. The sample, which should be drawn on a basis agreed between the Internal and External Examiner(s), should include sufficient material to enable the External Examiner(s) to form a judgement as to the appropriateness of the marking at all levels of classification.
- 5.0 Meeting: All Programme External Examiners and Module External Examiners will be required to meet at least once in each academic year. This meeting will, normally, take place at the time of determination of final results, and it should conform to the arrangements made in this regard by the College. External Examiners should seek to discharge by correspondence as much of their work (including completion of examination papers and/or other tests) as it is feasible to perform in this manner.

When meeting, the duties of External Examiners shall be as follows:

- a) to review the proposed results for the programme as a whole.

-
- b) to review module performance with Internal Examiners, including marked scripts, project work or continuous assessment material, as required.
 - c) to review borderline cases and, if necessary, interview such candidates.
 - d) to carry out a viva-voce examination, if required.
 - e) to agree with the respective Internal Examiner(s) the proposed final marks/grades for consideration by the appropriate Board of Examiners.
 - f) to attend appropriate meeting(s) of the Board of Examiners as required.

External Examiners shall, normally, deal with examination material by correspondence.

The remainder of their duties shall be carried out during the examiners meeting, or at prior approved additional meetings if such are required for substantial reasons.

- 6.0 Oral/Performance based Examinations: Where oral/performance based examinations constitute a substantial part of the assessment procedure and are conducted in the absence of an External Examiner(s), the proceedings of any such examination or assessment conducted entirely by Internal Examiners should be recorded on video or audio-tape and an appropriate sample of the recordings sent to the External Examiner(s), or, if the External Examiner(s) so require, retained in the College for scrutiny by the External Examiner(s). Alternatively, where special circumstances so require, the Internal and External Examiner(s) together may examine a representative sample of the learners concerned.
- 7.0 External Examiners' Reports: External Examiners are required to submit to the Director at the start of the new academic year a full report on the examinations with which they are involved. One report covering the academic year will normally be sufficient.
- 8.0 Communications between the College and External Examiners: External Examiners are required to acknowledge receipt of examination and assessment material received from the College. All remote communications between the College and External Examiners, in relation to these matters shall be by registered mail, or other secure means of delivery. The College should ensure that all such mail is securely sealed, whether circulated internally or through the post.