



Setanta College

The online sports college™



SETANTA
College

The Online Sports College

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Preface

Introduction

Setanta College provides high quality education to the Strength and Conditioning Industry. The College's vision is to be the world's leading provider of Strength and Conditioning education. Being the best entails a commitment to ensuring the College contributes to and delivers the most up-to-date content, techniques and developments in fitness, strength and conditioning and coaching.

This type of qualification is now seen as an industry standard for example the sport of Rugby Union requires a minimum qualification of a BSc in Strength and Conditioning to engage in fulltime employment, similarly other sports organisations are seeking graduate qualifications for roles with both development and professional sports. A large number of short training programmes in for example the Health and Fitness industry exist and these are not specific to satisfy the needs in the Strength and Conditioning industry especially within sport. Within the Higher Education sector a number of similar yet different programmes of study exist¹. These include sport science related fields of study which do not typically satisfy the coaching competencies required within development and elite sport.

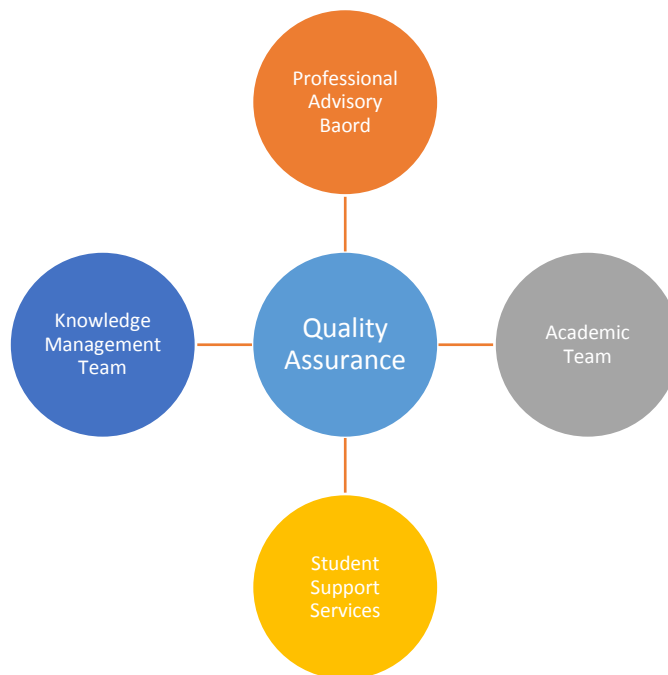
To deliver on this commitment the college has appointed a Professional Advisory Board comprising international strength and conditioning industry experts to advise the college on emerging trends in the strength and conditioning industry. The college also has relationships with industry professional bodies namely the National Strength and Conditioning Association of which the College is a recognised educational provider and the United Kingdom Strength and Conditioning Association. The College also works with educational partners in Ireland and

¹ See appendices for list of education courses

the United Kingdom in providing undergraduate and postgraduate degrees in strength and conditioning both blended and face to face delivery, in doing so the college sits on the relevant programme boards and advises on content development, delivery and quality assurance of these programmes.

The college employs leading academics, instructional designers and multimedia developers to design and develop a teaching and learning environment based on best practice in flexible and distributed learning provision (FDL). Core to the development of this environment is the College Knowledge Management Team, this team consists of fulltime instructional designers and multimedia developers whose role it is to produce FDL content which is engaging and innovative. All learners on Setanta programmes are active coaches and the student support services in the college ensure the learner is central to all college activities providing support services at all stages of the learner experience.

Central to this educational ecosystem is a comprehensive quality assurance system.



Quality Assurance as a central component in Setanta College

Overview of Teams and Responsibilities in College Academic Management

Team	Responsibilities	Leadership
Academic Team	Development of Academic Content	Academic Director
	Delivery of Academic Content	Registrar
Knowledge Management Team	Instructional Design and Learning Environment	Academic Director
Student Support Services Team	Student Supports throughout the student lifecycle	Registrar
Quality Assurance	QA management	Registrar

This Setanta College Handbook outlines the College Quality Assurance System under thirteen core areas as determined by international best practice in quality assurance in higher education.

Compilation of the College's Quality Assurance Manual

The College's Quality Assurance Manual has been produced and developed as a result of collaborative discussion and agreement between all functions of the college, with emphasis on detailed processes that accurately reflect and support the College's existing processes. The Academic Council of the College has approved every policy, procedure, practice and guideline included in this manual.

Revising Quality Assurance Documentation

Changes and developments in College requirements and organisational structures, and a changing external environment will inevitably lead to the updating of the College quality assurance systems and documentation and this document will be reviewed on an annual basis and amended where necessary.

Chapter 1: Introduction to Quality Assurance Handbook

1. Introduction to the Quality Assurance Handbook

Publication Title	Quality Assurance Handbook 2016
Date Approved by Academic Council	April 2017

The Qualifications and Quality Act 2012 requires providers under sections 29, 30, 32 and 33 to establish procedures in writing for quality assurance for the purposes of establishing, ascertaining, maintaining and improving the quality of education, training, research and related services the provider provides (Appendix 6 of this Handbook links the legal requirements of the QQA Act 2012 to the relevant chapters of this Quality Assurance Handbook).

This Setanta College Handbook outlines the College Quality Assurance System under the following thirteen core areas:

1. Governance and Management
2. Quality Assurance System
3. Design and Approval of Programmes of Education
4. Teaching, Learning and Assessment
5. Learner Admission, Progression, Recognition and Certification
6. Staff Recruitment and Development
7. Learner Supports and Resources
8. Management Information and Data
9. Public Information and Communication
10. Monitoring and Review of Programmes
11. External Quality Assurance
12. Transnational and Collaborative Provision
13. Flexible and Distributed Learning

Each chapter begins with the relevant European Standards and Guidelines (2015) statement or QQI guideline and the corresponding Setanta College Policy. These policies are then broken down into clear and coherent procedures that the College uses to carry out the stated policy. These procedures specify the title of the task to be carried out, the methods used, who is responsible, monitoring and review of the procedure and indicative evidence that can be used to demonstrate the procedure is effective.

College Profile

Provider	
Name	Setanta College
Address	Thurles Chamber, Enterprise Centre, Limerick Institute of Technology, Nenagh Rd, Thurles, Co Tipperary.

Contact for Academic Affairs	
Name:	Thomas Callanan
Title:	College Registrar
Address:	Setanta College, Thurles Chamber, Enterprise Centre, Limerick Institute of Technology, Nenagh Rd, Thurles, Co Tipperary.
E-mail	tcallanan@setantaCollege.com
Phone:	0504 26723
Provider Type:	Private Commercial Enterprise

1.1 Introduction

Setanta College is a private establishment founded in 2007 and operates in the Higher Education sector providing nationally and internationally accredited practical sports coaching courses. The College adopts a Flexible and Distributed Learning (FDL) delivery model giving students the flexibility to study through a combination of online and block learning resources. Due in large part to the wealth of experience and reputation of its teaching staff, the College has grown significantly since its inception in both programme offerings and learner numbers.

Quality is central to all of the activities of Setanta College. Constant reflection and critique guide the assurance of the learner learning experience and ensures that quality is more than a system of compliance but embedded as a practice of continual improvement. This is reflected

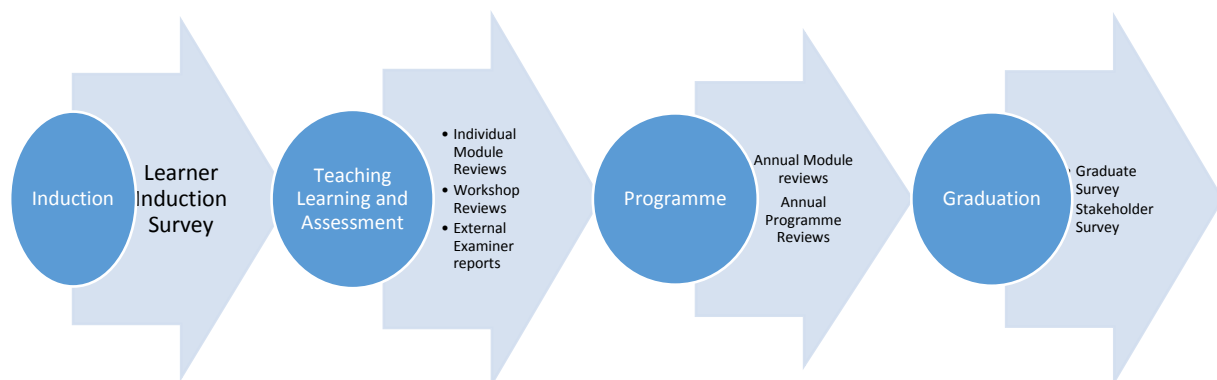
in Setanta's vision to be the world's best provider of strength and conditioning education. Being the best entails a commitment to ensuring the College contributes to and delivers the most up-to-date content, techniques and developments in fitness, Strength and Conditioning and coaching.

This vision towards world class reflects Setanta College's ambition to serve an international market so that the Quality Assurance will adhere to international best practice guidelines, standards and statutory requirements in third level education.

The quality assurance of Setanta College is a crucial success factor for delivering effective education. Its principles include;

1. Ensuring the integrity of the educational and learning processes.
2. Providing accountability and responsibility of the educational system to stakeholders.
3. Promoting the continuous improvement of the learning process that reflects in the quality of graduates.
4. Forming a solid foundation for creating efficiencies in the College.

Throughout the student lifecycle in Setanta College there are comprehensive monitoring and review processes.



1.2 College Overview

Setanta College Ltd is a private ‘for-profit’ College which provides a range of programmes in Strength and Conditioning Sports Coaching Education at levels 6 and higher on the National Framework of Qualifications (NFQ)². All programmes have a practical emphasis.

As a private College it is reliant on programme fees to finance its day-to-day requirements. Currently, Setanta College does not receive any state funding.

The College base is Thurles Co Tipperary and has an office on the campus of Limerick Institute of Technology Thurles. The office in Thurles was opened to facilitate the launch of the new Bachelor of Science (Honours) in Sports Strength and Conditioning (full-time), a programme run by Limerick Institute of Technology (LIT) in partnership with Setanta College.

Prior to its inception in 2007, the programmes now available through Setanta College were not available to sports coaches in Ireland. To date, over 400 learners have completed their studies with Setanta College. The College has a close working relationship (education partners) with Limerick Institute of Technology, USW (University of South Wales), World Rugby, the Irish Rugby Union Players Association (IRUPA), and the Gaelic Players Association (GPA). The College also has a close working relationship with the Gaelic Athletic Association (GAA), through their County Boards.

The business model sets to introduce Sports S&C at a basic level and demonstrate the need and potential for further study. The College provides an educational road map specific for all sports interested candidates. Setanta aims to develop this business model further with different sporting bodies through collaboration with Coaching Ireland and also directly with sporting organisations. Having established a reputation as a leading provider of S&C education in Ireland the College also designs sports fitness and S&C related programmes for non-sporting groups as requested.

² See [National Qualifications Framework](#) for National Qualifications Framework

1.2 Statutory and Legal Basis

Quality and Qualifications Ireland is the statutory body with responsibility for external quality assurance of Setanta College and making of awards for Setanta College QQI accredited programmes.

Setanta College was accredited as a recognised provider of the Higher Education and Training Awards Council (HETAC) in 2007. Up until 2013 HETAC was the statutory body with responsibility for the external quality assurance of Setanta College when it was replaced by Quality and Qualifications Ireland (QQI) in 2013. The College has successfully undergone HETAC Institutional review in 2011 and QQI programmatic Review in 2015.

1.3 Programmes offered at Setanta College

Students can choose from an introductory 9 month programme through to a range of programmes up to degree level. The College provides suitable options for aspiring coaches through to veteran coaches. This focus on life-long learning is consistent with the development of Strength and Conditioning as a recognised discipline area with an increasing body of knowledge which calls for the on-going education of coaches and those involved with athlete performance.

QQI Programmes

- QQI Level 6³ Minor Award Certificate in Functional Screening and Resistance Training - SL703 (30 credits) (3 Modules, each 12 weeks in length)
- QQI Level 6 Special Purpose Award Certificate in Strength and Conditioning - SL704 (60 credits) (6 Modules, each 12 weeks in length)
- QQI Level 6 Higher Certificate of Science in Strength and Conditioning – SL020 (120 credits) (12 Modules, each 12 weeks in length)
- QQI Level 7 Bachelor of Science in Strength and Conditioning – SL20 (180 credits) (18 Modules, each 12 weeks in length)

³ See [National Qualifications Framework](#) for National Qualifications Framework

In conjunction with Limerick Institute of Technology

- QQI Level 7 Bachelor of Science in Sports Strength and Conditioning – (180 credits) (18 Modules, each 12 weeks in length)
- QQI Level 8 Bachelor of Science (Hons) in Sports Strength and Conditioning – (240 credits) (24 Modules, each 12 weeks in length)
- QQI Level 9 Master of Science in Strength and Conditioning - Level 9

The College delivers the above programmes in partnership with Limerick Institute of Technology, this is a long term relationship with LIT and this involves:

- Setanta College providing content for these programmes at QQI level 6 through to level 9,
- College staff delivery lectures at undergraduate and post graduate level,
- Membership of relevant programme boards,
- Monitoring and providing feedback on quality assurance on these programmes,
- Involvement in selection and recruitment of lecturing staff.

Non-QQI Programmes include:

- University of South Wales – Bachelor of Science in Strength and Conditioning (Honours)
- Ad-hoc designed training courses for clients
- World Rugby (IRB) Level 1 Strength and Conditioning
- World Rugby (IRB) Level 2 Strength and Conditioning
- Setanta College - Movement Skill and Development Level 1 (The Child)



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Quality Assurance Handbook

Chapter 2: Management Governance and Quality Framework

2. Management, Governance and Quality Assurance Framework

Policy Title	Management, Governance and QA Framework
Date Approved by Academic Council	April 2017

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015 states:

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

Setanta College Policy Statement

Quality is central to all of the activities of Setanta College. Constant reflection and critique guide the assurance of the learner learning experience and ensures that quality is more than a system of compliance but embedded as a practice of continual improvement.

2.1 The Vision and Mission of Setanta College

Setanta College Vision:

The vision for Setanta College is to be the world's leading provider of Strength and Conditioning education. Being the best means committing to ensuring that we deliver the most up-to-date content, techniques and developments in fitness, Strength and Conditioning and coaching.

Setanta College Mission:

The mission of Setanta College is to provide to the learner a progressive learning experience that leads to a greater specialised knowledge, awareness, understanding and management expertise coupled with strong practical competences in delivering a strength based conditioning programme in their chosen sport or area of interest. This is done while supporting and encouraging learners to progress their Strength and Conditioning coaching involvement in their chosen sport or area of interest.

Setanta College aims to achieve this mission through implementation of the following strategies:

- To design, deliver and advance programmes 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.
- To provide Setanta College learners with innovative user-friendly technology centred on providing learning aids and interactive features based on the latest research and best practice in blended learning.
- To provide high quality content developed by international leaders in the field of Strength and Conditioning.
- The development of quality assurance procedures that comply with best international practice and use internationally accepted performance indicators.
- To recruit and retain a staff of talented professionals.
- The creation of an effective academic and administrative structure to ensure efficient delivery of courses and a high level of quality assurance.
- To make available an extensive collection of learning aids which gives learners access to a wide range of online resources and training materials.
- To build linkages with leading educational institutions and sports organisations.

2.2 Policy and Planning

Setanta College will ensure the highest standards of governance, management and academic quality through;

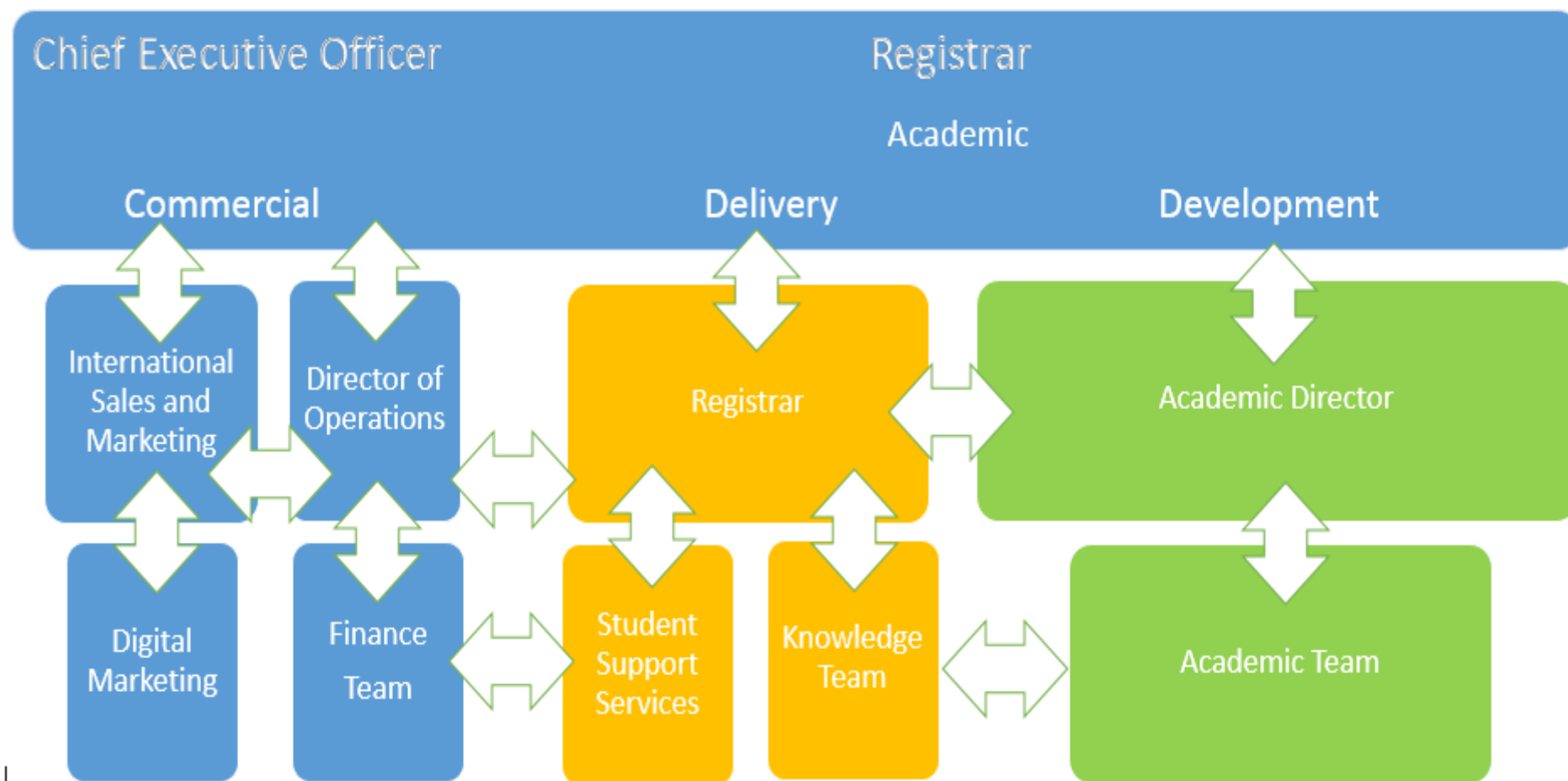
- The implementation of clear management, monitoring and reporting structures for all College operations.
- Adherence to legislative and accrediting body policy requirements.
- The appointment and development of highly qualified staff in both academic development, delivery and administrative roles.
- Operating under best practice and compliance with all relevant legislation for example Freedom of Information, Data Protection, Safety, Health and Welfare, Employment and Equality legislation.

The College has various roles, boards and committees which manage the various aspects of governance in the College.

2.3 Organisational Structure

The table on the next page illustrates the organisational chart for Setanta College.

Organogram



2.4 Governance: Boards and Committees

Governance refers to a system to oversee the education, research and related activity of Setanta College to ensure its quality. The governance structure, enforces separation of responsibilities between those who develop materials and those who approve it. Setanta College has developed a governance system where:

- College objectives at operational, tactical and strategic level are aligned with the College's mission and strategy;
- Quality Assurance is the responsibility of everybody in the College and is embedded in all functions of the organisation;
- Effective risk assessment procedures are in place to ensure the College does not engage in any activity or partnership which might undermine the integrity of the educational provision of the College;
- Comprehensive internal and external evaluation and self-monitoring processes are effectively used to maintain high quality throughout the College.

The following table outlines the roles and responsibilities of boards and committees of Setanta College.

Body	Membership	Functions	Meeting frequency
Board of Directors	Directors	Statutory and common law duties	
Senior Management Team	Directors CEO Registrar	Development and implementation of the Strategic Plan. Overseeing the operational management of Setanta College. Consideration of HRM requirements. Overseeing marketing and PR initiatives.	Quarterly

Steering Committee	Senior Management Consultancy Academic Director College Registrar	Monthly planning for all operations of the College.	Monthly
Academic Council	Chair of Academic Council Academic Director Programme Leaders College Registrar Student Representative(s) Knowledge Officer	Academic planning and development. Academic monitoring and review. Coherence of academic policies with strategic plan. New Programme review and approval. Management of sub-groups and review of same as appropriate.	Twice a year And after each exam board to ratify results
Programme Boards	Programme Leaders Assistant Programme Leaders Chair Academic Council Registrar Student Representative(s)	Content Development & Review. Examinations & Assessment. Programmatic Review. Learner Performance & Feedback. Monitor programme progression. Assessment (setting, marking, moderation, consistency, delivery, assessment and feedback).	Quarterly
Knowledge Committee	Knowledge Officer Multi Media Developers	Researching and ensuring that Setanta College remains at the	Ongoing

	Instructional Designers Academic Director Programme Leaders	forefront of learner focused technology. Benchmarking Setanta College programmes nationally and internationally.	
Board of Examiners	Internal examiners External examiners College Registrar CEO Chair Academic Council	Consideration of Assessment Findings. Determination of Assessment results. Progression Eligibility. Classifications of awards.	Once a year
Appeals and Reviews Committee	Chair Academic Council Head of Administration Academic Director Student Representative External Examiner (As appropriate)	To process appeals.	As required

2.5 Roles within Setanta College

2.5.1. Board of Directors /Shareholders

The powers and duties of Directors are set out in the various Companies Acts and clarified by case law. Matters specific to the company are set out in our Memorandum and Articles of Association. In addition, the Director of Corporate Enforcement has

published a booklet setting out the principal powers and duties of Company Directors under the Companies Acts.

Other duties specific to Setanta College include:

- Directing College ethos and culture.
- The appointment of senior staff.
- Allocation of finances and resources as agreed with at budget.

2.5.2. Senior Management Consultants

The consultancy senior management group is responsible for leading the development and execution of the College's long-term strategy with a view to creating shareholder value. The consultancy senior management group leadership role also entails being ultimately responsible for all day-to-day management decisions and for implementing the company's long and short-term plans. The consultancy senior management group acts as a direct liaison between the Board of Directors and management of the company and communicates to the board on behalf of management.

The role of the consultancy senior management group also includes:

- Communication on behalf of the company to shareholders, employees, Government authorities, partners, other stakeholders and the public.
- Managing the HR function, budgets, staff and tutors, partnership agreements and the QQI financial bond.

2.5.3. Academic Director

The Academic Director and Registrar provide leadership and take responsibility for academic development, delivery, student supports and quality assurance.

Overview of Teams and Responsibilities in College Academic Management

Team	Responsibilities	Leadership
Academic Team	Development of Academic Content	Academic Director

	Delivery of Academic Content	Registrar
Knowledge Management Team	Instructional Design and Learning Environment	Academic Director
Student Support Services Team	Student Supports throughout the student lifecycle	Registrar
Quality Assurance	QA management	Registrar

The Academic Director ensures:

- Learners are enrolled in the approved programme for which there are studying.
- That learning materials and methods are consistent to the programme aims and outcomes.
- Leads the Knowledge Management in content development and instructional design.
- That procedures for assessment and moderation are implemented.
- The receipt and audit reports on programme and learner evaluation.
- That inputs are made to appropriate committees for programme changes, external reports and research monitors.
- That approved programme evaluation and review processes are carried out

In addition the role includes the following:

- Working with the teaching team in devising and reviewing programme schedules.
- Preparing a range of reports crucial to quality assurance processes including monitoring reports, annual programme reports and external moderation reports.

2.5.4. College Registrar

The College Registrar manages all programmes, learner and staff related issues to ensure the smooth operation of College functions. Other duties of the College Registrar include:

- Secures resource allocations for the delivery of approved programmes
- Maintains current regulations, programme files and links with QQI, accrediting bodies and education partners.
- Organises academic requirements for conferring degrees and award ceremonies.
- Liaises with agencies to facilitate external programme validation from accrediting bodies.
- Secretary of Academic Council and sets the agenda of the Academic Council.
- Assisting Directors, consultancy senior management group and Academic Director in their duties.
- Documenting all meetings and following up on the actions required (AR's) from all board and committee meetings.
- Dealing with and directs College and programme enquiries.
- Managing all learner communications from pre-entry throughout their learner experience.
- Maintaining records, reports and audit trails.
- Acting as the main point of contact with QQI, accrediting bodies and education partners.
- Working closely with the programme tutors on issues such as; workshops, materials and resources, learner evaluations and appeals, complaints and disciplinary procedures.
- Planning for and securing the needs and resources required for the smooth running of flexible and distributed learning resources.

2.5.5. Financial Controller

The Financial Controller has the following duties:

- Oversees and manages all financial affairs and legal requirements.
- To act as the point of contact with our auditors and government departments.

- Prepares the wages.
- Provides quarterly accounts and budgets.
- Produces cash flow projections.
- Reports on statements of financial performance to the consultancy senior management group and Directors.
- Receives capital requests, monitors purchase requirements.
- Prepares the documentation for the QQI bond.

2.5.6. Student Services Team

The Administrator (Student Officer) works directly with the learner cohort providing guidance, support and assistance.

The role includes:

- Maintaining learner accounts and records of learner records of learning and history.
- Monitoring learner activity and directing interventions when appropriate.
- Managing and organising the conferring ceremonies and graduation.
- Organising learner services; orientation, learning resources and support, health, counselling, career guidance, equal opportunity, financial advice, research support.
- Works with Finance on Credit control management.
- Maintaining a database of course enquiries and assist in marketing programmes to increase same.
- Providing academic results notices and transcripts.
- Liaising with Registrar, Academic Director and Programme tutors.

2.5.7. Knowledge Management Team

Knowledge management team consists of the IT services, Instructional Designers, Multi Media Developers and Knowledge Officers and has the following duties:

- Monitors, updates, upgrades the College online resources.
- Monitors the performance and security of the IT system.
- Maintains the IT system for the College.
- Manages day to day IT queries and issues.
- Liaises with programme tutors to ensure learning materials are electronically available.
- Researches and informs the Academic Director of the latest developments in Flexible and Distributed Learning
- Develops innovative and engaging learning materials

2.5.8 Multi Media Developers (MMD)

The multimedia developer is responsible for the overall management of fully functioning interactive products for the end user. This may involve the organisation and production of video shoots, categorising content and transfer of raw material to the Instructional Designer. The multimedia developer is responsible for communicating with the knowledge management and academic teams in response to any inquiries on the project and providing regular progress updates. They will collaborate with the Instructional Designer also on a regular basis. The MMD's within the College are highly qualified with considerable industry experience

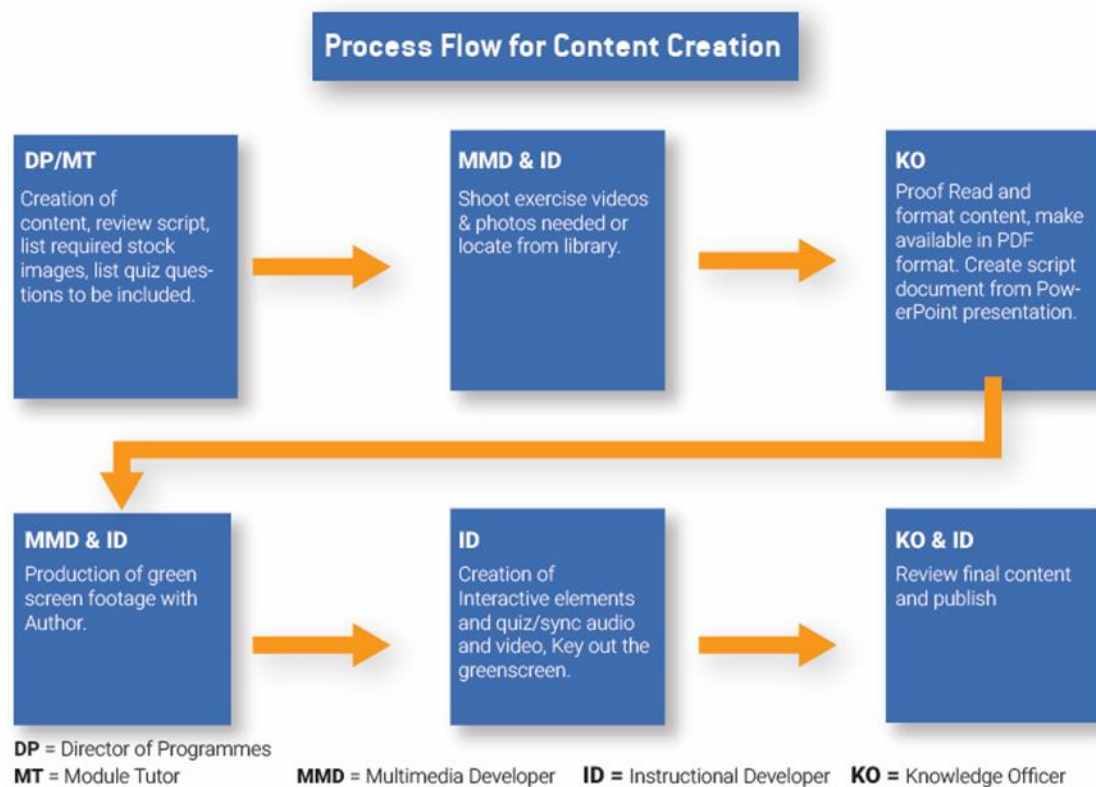
2.5.9 Instructional Designers (ID)

The Instructional Designer creates engaging learning activities and compelling course content that enhances learner retention and enhances their learning experience. Works with subject matter experts and identify target audience's training needs. Visualise instructional graphics, the user interface and the finished product. Provide exercises and activities that enhance the learning process. Decide on the criteria used to judge learner's performance and develop learner assessments.

2.5.10 Knowledge Officer

The Knowledge Officer works with the academic staff to write and format material which then is forwarded to the MMD and ID for production.

Below is a flowchart of the process of programme and module creation writing design and development. This illustrates the central role of MMD's Knowledge Officer and ID's in the production of programmes in the College.



2.5.11. Academic Team

The Academic team consist of the Academic Director, the Registrar, and the Chair of the Academic Council, Programme leaders, assistant programme leaders module tutors and assistant tutors.

2.5.12 Programme Leaders

Programme leaders are module tutors with significant experience their role as programme leader is to:

- To attend Programme Board and Academic Council Meetings each year.
- To attend and review 3 module workshops throughout the academic year.
- To meet lead module tutors for the programme once per year.
- To complete a Programme Review Report for their programme for the 2nd Programme Board (November) of each year.

Report Headings:

- Overall Programme Review Report
 - Learner numbers
 - Learner Grades
 - Retention
 - Any issues regarding the programme
- Individual Module Reports
 - Learner feedback – compiled from learner surveys administered by Registrar
 - Review of module and Programme Learning Outcomes with individual module tutors
 - Review of module workshops
 - Review of programme and module assessments with individual module tutors
- Proposals for CPD for tutors within the programme.

2.5.13 Assistant Programme Leaders

- To attend both Programme Boards each year
- To assist the Programme Leader in the above duties
- To attend and review 3 module workshops throughout the year.

2.5.14 Module Lead Tutors

- To complete module review form as provided by Registrar

The module review will cover the following:

- Review of learning outcomes
- Review of module content
- Review of module delivery and assessment
- Review of workshops
- To meet with Programme Leaders to review and discuss module

2.5.15 Assistant Module Tutors

The assistant tutor has the following roles:

- To assist the module tutor in delivery of content during workshops.
- To assist in assessment correction where the Academic Director and the module tutor deem it appropriate.
- Plans and implements programme teaching, delivery, resources, learning and assessment strategy relevant to the level of the programme and appropriate to the learner cohort.
- Responds to the learning and research supervision needs of learners.
- Provides constructive feedback to learners on assessed work within a specified time.
- Attends the Programme Board and reviews their module with the academic manager, taking into account self and peer review, learner feedback, and external examiner feedback.
- Contributes to the research profile of College through continued professional development

2.5.16. Chair of Academic Council:

Works with the Registrar to ensure Quality Assurance across all academic areas in Setanta College, this will be ensured through the following mechanisms:

- Academic Council twice yearly meetings.
- Chair has responsibility with the Registrar to follow up and resolve any issues discussed at the Academic Council.
- To work with the Registrar to produce an annual academic review and action plan document based on internal review documents produced by the sub-committee of the Academic Council.
- Involvement in programme development and review ensuring processes and documentation meet quality assurance standards.

2.5.17. College Advisers, External Experts and College Industry Partners









College Advisers assist in developing Setanta's international reputation, have input into programme direction, ensure the College is aligned prominently with sporting associations and give expert opinion in areas respective to their sporting and academic fields. Their role includes:

- To provide a real world context to the college.
- To be available to attend special occasions and workshops.
- To be active in the promotion of Setanta College.
- Act in the capacity of Academic External Adviser.

Selected College Advisers profiles and Industry Partners for College Programmes




The Professional Advisory Board of Setanta College oversees the development of internationally respected standards within Performance Science and Strength and Conditioning. The board reflects both scientific and practical coaching expertise. This ensures our programmes contain the most up-to-date applied coaching methods within human performance development.

The Advisory Board

Board Chairman Pádraig Harrington	Dr Liam Hennessy	Professor Ian Jeffreys	Professor Mike Martino
			
Coach Loren Landow	Coach Des Ryan	Dr Daniel Cohen	Dr Brian Moore
			

Designed and Validated by Industry Experts and Organisations

Setanta College Professional Advisory Board, other subject matter experts and international sporting organisations have informed, reviewed and approved the course content. This includes World Rugby, the Titleist Performance Institute and the NSCA (National Strength & Conditioning Association) who recognise our programmes and qualifications.

		
Sporting organisations that have informed, reviewed and recognised Setanta College programmes of study		

2.6 Boards and Committees of Setanta College

2.6.1 Academic Council

This committee plays the central role in all aspects of the College's quality assurance principles.

- Approves the programme, its regulations and its quality assurance processes.
- Approves the moderation and programme evaluation, review and auditing system for approved programmes.
- Monitors the reporting and recording of learner achievement.
- Advises relevant committees and positions within the College on programme design, development and review.
- Responds to programme monitoring and annual programme review reports.
- Endorses recommendations from review panels and monitors.
- Maintains currency of the quality assurance system.
- Endorses the College's research outputs.
- Appoints external examiners.

- Approves partnerships, alliances and educational collaborations.
- Monitors staff performance continuing professional development and reward procedures.
- Reviews learner number and education trends against performance goals.
- Responds to issues arising from Board of Examiners such as learner deferrals or appeals and also approves the Accredited Prior Certificated Learning (APCL) process.
- Recommends policy for the selection, admission and retention of learners.
- Manage the programmatic and institutional review process.

The Board comprises the Academic Director, the College Registrar, the CEO, the Knowledge Officer, Programme board leaders, student representative (s) and Academic Council Chair.

The Academic Council has established the following sub-committees to ensure this work.

2.6.2 Knowledge Committee

The knowledge committee is a subcommittee of the Academic Council it comprises of the Knowledge Team and programme leaders and has the following functions:

- Responsibility for researching and ensuring that Setanta College remains at the forefront of learner focused technology in online and blended education.
- Research of Strength and Conditioning education in Ireland and internationally to benchmark Setanta College programmes and ensure they offer the most up to date content and modes of delivery.
- Support Programme tutors research and CPD plans.
- Prepare an annual research output activity report.
- Form a 'research ethics committee' when needed to approve learner and staff research projects with respect to ethical research practice.

- Encourage research dissemination through publication and joint collaborative efforts with education partners and College advisers.
- Secure appropriate resources for research and knowledge based activity.
- Host visiting academics and practitioners and facilitate methods that promote best research practice.
- Encourage programme tutors to continually update learning resources.

2.6.3 Programme Boards

A Programme Board has the primary responsibility for operating, monitoring and reviewing approved programmes.

The functions include;

- Advise the Academic Director on matters relating to operation of an existing programme.
- Captures data on programme, learner and tutor feedback and on learning, delivery, assessment and evaluation.
- Builds a knowledge base of the programme used for programmatic review purposes.
- Has responsibility for the revision of programme curriculum and modifications in programme structure and programme documentation as appropriate and incorporating approved minor modifications.
- Identifies areas for major improvement and plans for making proposals to accrediting agencies for programme modification.
- Be responsible for carrying out the Critical Self-Study of the programme and the preparation of revised documentation and other tasks in relation to Programmatic Reviews.
- Approve a timetable of assessments to ensure a reasonable balance of work to the programme.
- Update resource and facility lists required for the programme.
- Monitor the academic progress of learners registered on the programmes.

- Validate examination results by way of participation in examination boards.

2.6.4 Board of Examiners

The board of examiners convenes to calculate final programme results using methodology outlined by the programme regulations; namely, QQI Assessment and Standards.

Its functions include;

- Approve the final programme results for attending learners.
- Check these results for accuracy.
- Eligibility to progress from one stage in a programme to the next.
- Confirm eligibility of learners who meet the requirements to progress in the programme.
- Recommend to Academic Council that eligible learners be awarded a designated qualification.

The board is comprised by the internal and external examiners and is chaired by the CEO or nominee. The business of the board of examiners shall be conducted to ensure that their work meets the standards of fairness, consistency, objectivity, confidentiality, credibility, transparency and ethics.

2.7 College Quality Assurance System

Quality reflects the broader ideals of Setanta College in achieving its mission and vision and is supported by a quality assurance system that allows for continuous review and on-going improvement. The College is committed to the development of a culture which recognises the importance of quality, and quality assurance in its work. The quality assurance system is embedded and maintained on a cross institutional basis with involvement of staff at all levels of management, administration, teaching staff and learners.

The Quality Assurance Systems (QAS) is informed by a range of principles that are underpinned in the ethos of the College and that identifies quality as innovation and improvement rather than compliance and prescription. It is informed by the practical

experience of teaching, learning and assessment and research theory. It provides for accountability and is based on features such as⁴:

- The establishment of a culture together with procedures that embed that ethos in all of the provider's activities;
- Examining and achieving mission, value-for-money, fitness-for-purpose and satisfaction of stakeholders' needs;
- Taking full responsibility for the quality of programmes and related services offered to learners;
- Setting realistic targets;
- Establishing indicators and evaluating provision and related services against those indicators;
- Proactively seeking to improve the effectiveness of the internal quality assurance system;
- Continually and systematically self-monitoring and reviewing critical indicators established and promptly remedying any serious deficiencies identified;
- Using internal, quality evaluation findings to identify problems and design actions that will improve provision and related services and processes;
- Proactively making national and international comparisons—benchmarking and using self-assessment and peer review to support continuous improvement;
- Providing credible and meaningful information on provider and programme quality to learners and other stakeholders;
- Supporting the QA system with ongoing planned enhancement activities; and
- Publishing the results of internal quality evaluations together with quality improvement responses to further action required.

This manual describes the College's self-governed quality assurance system and assigns Quality Assurance responsibilities to committees and positions across the College.

Setanta College recognises that it serves a broad range of learner and stakeholder needs that require some flexibility in the implementation of processes to suit the diversity of

⁴ Based on QQI QA Guidelines. White Paper for consultation 2015

groups while at the same time providing an auditable and measureable quality framework.

Above all, the College recognises that quality assurance is the result of staff commitment to produce quality through the relationships they forge with their learners and stakeholder communities.

2.7.1 Quality Assurance in Education

The Irish Higher Education Quality Network (IHEQN) has identified a set of common underpinning principles of good practice.

- The goal of quality assurance is quality improvement including the enhancement of the learner experience, and quality assurance procedures reflect this.
- The ownership and main responsibility of the quality assurance process resides with the provider – this is an essential condition for promoting internal quality cultures within higher education and training institutions.
- All providers are responsible for the establishment of quality assurance procedures that are clear and transparent to all their stakeholders, including staff, learners, external stakeholders and the general public, and which provide for the continuing evaluation of all academic and service departments and their activities.
- Quality assurance procedures conform to international best practice and include self-evaluation, followed by review by persons who are competent to make national and international comparisons.
- Learners, staff and other stakeholders must be involved in the quality assurance process.
- Quality assurance procedures include appropriate measures to protect the integrity of the overall quality assurance process.
- Quality assurance procedures ensure public accountability and transparency through the publication of the outcomes of the evaluations.
- The quality assurance process facilitates continuous improvement through the implementation of findings of evaluations within the resources of higher education institutions.

- Quality assurance procedures and their effectiveness are reviewed on a cyclical basis by independent experts and the outcomes of such reviews are published of appropriate and meaningful indicators.

2.7.2 Setanta College Quality Assurance Framework

This Quality Assurance System is guided by:

1. The Awards Qualifications and Quality Assurance (Education and Training) Act 2012 and QQI guidelines and Criteria for Quality Assurance Procedures

The QQI⁵ [Guidelines and Criteria for Quality Assurance and Procedures](#) (2012) is predicated upon provider autonomy and the professional competence of its staff. It provides for accountability and involves:

- Establishing a quality ethos together with quality assurance procedures that embed that ethos in all of the provider's activities;
- Examining furtherance of mission, value-for-money, fitness-for-purpose, and satisfaction of stakeholders' needs;
- Setting thoughtful performance targets (ranging from those at the institutional mission level through to those concerning specific programmes, products and services);
- Establishing and continually and systematically monitoring critical indicators and promptly remedying any serious deficiencies identified and evaluating services or products against those indicators;
- Using quality assessment findings to design actions that will improve services and processes (including the quality assurance processes themselves);
- Making national and international comparisons—benchmarking;
- Providing credible and meaningful information on institutional and programme quality given to stakeholders.

2. Assessments and Standards – QQI

The [QQI publication Assessment and Standards](#) (revised 2013) sets out the principles, guidelines, conventions, protocols and interpretations in relation to

⁵ In November 2012 Quality and Qualifications Ireland www.qqi.ie was established as a new integrated agency replacing (FETAC, HETAC, NQAI and incorporating the functions of IUQB).

implementing the National Framework of Qualifications and applying the European Standards and Guidelines for Assessment.

3. Guidelines for QA in the European Higher Education Area 2015 (ESG)

The Guidelines for Quality Assurance in the European Higher Education Area - (ESG) outlines the following policies and standards:

Policy for quality assurance Standard:

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

Design and approval of programmes Standard:

Institutions should have processes for the design and approval of their programmes. The Programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

Learner-centred learning, teaching and assessment Standard:

Institutions should ensure that the programmes are delivered in a way that encourages learners to take an active role in creating the learning process, and that the assessment of learners reflects this approach.

Learner admission, progression, recognition and certification Standard:

Institutions should consistently apply pre-defined and published regulations covering all phases of the learner “life cycle”, e.g. learner admission, progression, recognition and certification.

Teaching staff Standard:

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

Learning resources and learner support Standard:

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and learner support are provided.

Information management Standard:

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

Public information Standard:

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

On-going monitoring and periodic review of programme Standard:

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of learners and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

Mapping of Setanta College Quality Assurance Manual to Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2015)

ESG Standard	Key Section of QA Manual where addressed
1.1: Policies and Procedures for Quality Assurance	Chapter 2
1.2: Design and Approval of programmes and awards	Chapter 3
1.3: Learner Centred Teaching, Learning and Assessments	Chapter 4
1.4: Learner Admission, Progression, Recognition and Certification	Chapter 5
1.5: Teaching staff	Chapter 6
1.6: Learning Resources and Learner Support	Chapter 7
1.7: Information Management	Chapter 8
1.8 Public Information	Chapter 9
1.9 Ongoing Monitoring and Periodic Review of Programmes	Chapter 10
1.10 Cyclical External Quality Assurance	Chapter 11



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Chapter 3: Procedures for Assuring Quality of Design and Approval of New Programmes

3. Policies & Procedures for Assuring Quality of Design and Approval of New Programmes

Policy Title	Design and Approval of New Programmes
Date Approved by Academic Council	April 2017

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015 states:

Institutions should have processes for the design and approval of their programmes. The Programmes should be designed so that they meet the objectives set for them, including the Intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

Setanta College Policy Statement

Setanta College will develop and deliver programmes that are well-structured, relevant to the needs of learners, industry and the professions, and that reflect the standards set out by the National Framework of Qualifications; the College will maintain and implement formal, documented mechanisms for the ongoing monitoring and review of all programmes.

3.1 The Basis and Nature of Programme Validation

The validation of Setanta College's programmes of education is a statutory function of QQI. QQI define the concept of a programme of education as:

a process by which the by which a learner acquires knowledge, skill or competence and includes a course of study, a course of instruction and an apprenticeship.

A programme of education is validated where QQI confirms under section 45 of the 2012 ACT, that the provider of the programme has satisfied it that an enrolled learner of that programme will acquire and where appropriate, be able to demonstrate, the

necessary knowledge, skill or competency to justify an award of QQI being offered in respect of that programme.

When a programme of education and training is validated by QQI:

The provider of the validated programme is assured that QQI will, when requested by the provider, make an award to learners who successfully complete the programme;

A prospective learner is assured that the programme will help them achieve the standard required for the corresponding QQI award; and

Stakeholders investing in the programme are assured that it will adequately prepare learners for the corresponding QQI award.

All programmes offered by Setanta College will include intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that will functionally interface with the College's general Quality Assurance procedures as set in this Quality Assurance Handbook.

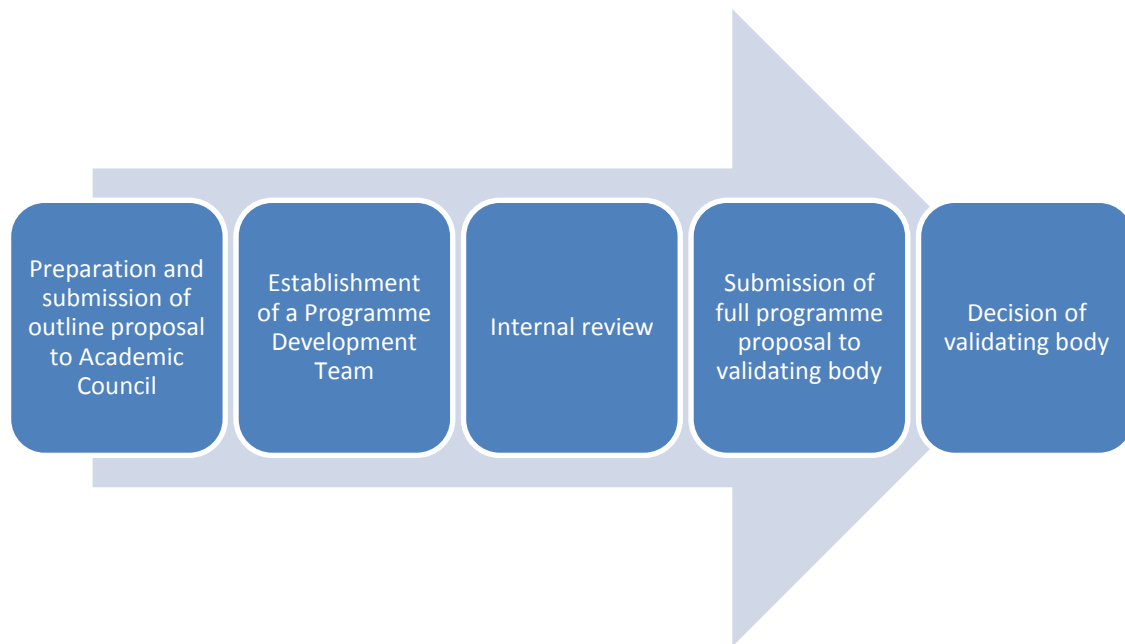
3.1 Development and Approval of a New Programme

The stages in the development and approval procedure for a new programme are set out in this section:

A new programme idea can originate from many sources including:

- The individual existing programme teams
- The Academic Council
- The College's lecturing Staff
- An External Stakeholder (e.g. sporting organisation or educational partner) who has an education and/or training requirement

Regardless of the origin, it is essential that procedures are in place to ensure that a new programme is feasible and is developed with clear and comprehensive objectives. The design of a new programme involves submission of a new programme proposal to an awarding body in question. The process for the formal approval of the programme differs depending on the awarding body involved.

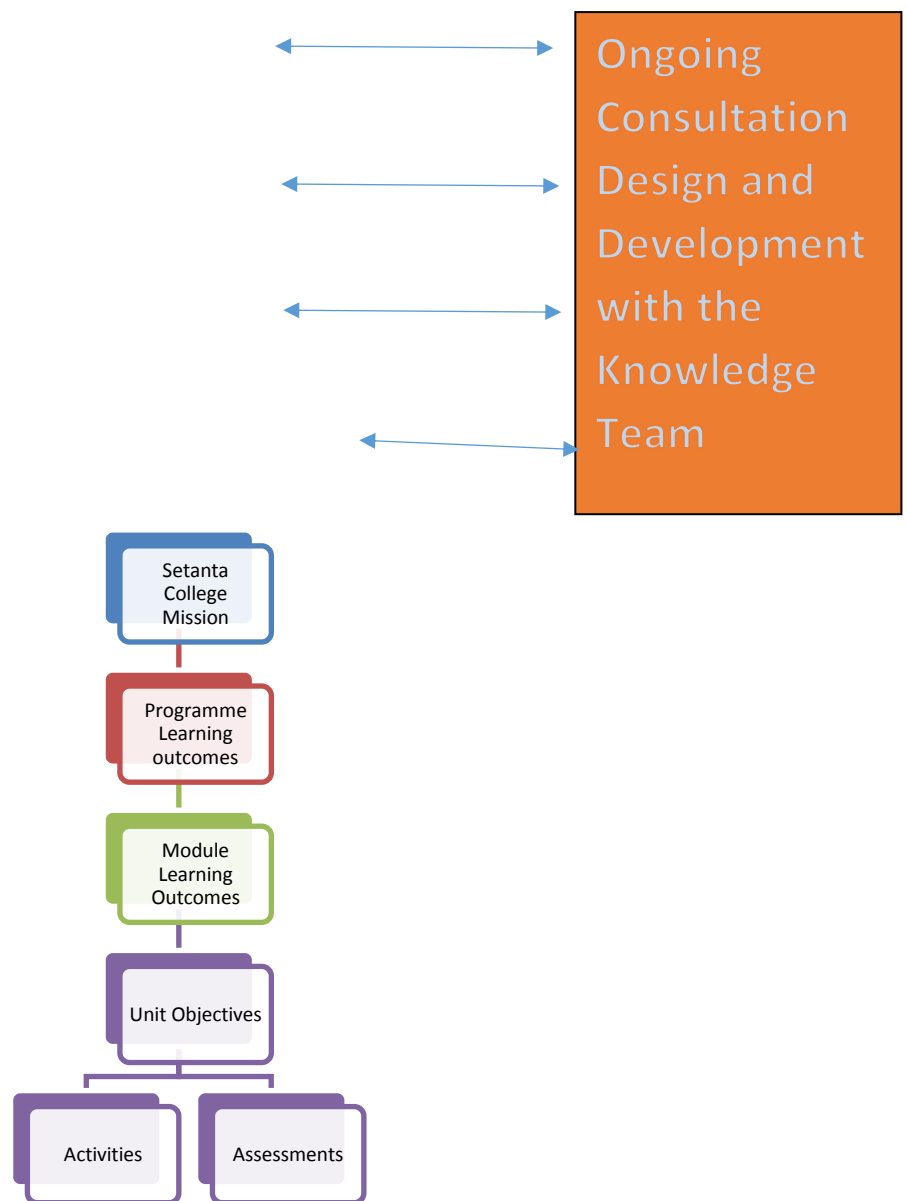


3.2 How the programme meets its stated objectives regarding intended learning outcomes

One of the overarching principles of quality assurance in higher education and for quality assurance in Setanta College is the learning outcome principle. The quality assurance guidelines and criteria for provider access to initial validation of programmes leading to QQI Awards states this principle as:

Higher Education and training exists principally for the purpose of enabling people to learn and accordingly, provision should be designed, implemented and evaluated with learning outcomes in mind.

Setanta College applies the following model in designing academic content for its programmes.



College Programme Development Model

Programme Learning Outcomes

- Describe the essential knowledge, skills and attitudes required by graduates of the programme.

Module Learning Outcomes

- Learning outcomes are clear statements of what the learner is expected to achieve or acquire at the end of the module and in many cases how the learner is expected to demonstrate that achievement.

Unit Objectives

- What learners will learn, generally at the end of the unit of study.

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 learner 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. 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.

The learning outcomes are stated such that there is a clear implication for the role of assessment.

The emphasis placed on practical applications and the learner's capability at analysing and interpreting the athlete's needs is paramount. In this, Setanta College seeks to ensure that the number of learners participating on the programme is always manageable and so that individual learner attention is safeguarded.

3.3 New Programme Design for QQI Programmes

The programme team is responsible for the development of the new programme proposal in accordance with the QQI Policies and Criteria for the validation of programmes of education and training (2016) and the Awards Qualifications and Quality Assurance (Education and Training) Act 2012.

The meaning of validation is described by Section 2(2) of the 2012 Act:

For the purposes of this Act, a programme of education and training is validated where the Authority confirms under section 45 that the provider of the programme has

satisfied the Authority that an enrolled learner of that provider who completes that programme will acquire, and where appropriate, be able to demonstrate, the necessary knowledge, skill or competence to justify an award of the Authority being offered in respect of that programme.

Before a new programme can be validated, a provider must apply to QQI under Section 44 of the 2012 Act and meet a number of conditions. Under the 2012 Act, QQI is obliged to assess the capacity of each provider to be assured that it can meet the conditions set out in Section 44(5) of the 2012 Act. Among these pre-conditions are the following:

1. The provider has established procedures for quality assurance under section 28,
2. The provider has established procedures for access, transfer and progression under section 56,
3. The provider has complied with section 65 regarding the protection of enrolled learners, if applicable.

In accordance with the Awards Qualifications and Quality Assurance (Education and Training) Act 2012, Setanta College has established the relevant procedures for access, transfer, progression and protection of enrolled learners which are outlined elsewhere in this Quality Assurance Manual.

3.3.1 Programme Development

The Setanta College process for developing a full Programme Proposal to the relevant validating body is summarised below. The development process is guided by:

- QQI Policies and Criteria for the validation of programmes of education and training (2016)
- HET Core Validation Policy and Criteria 2010, Revised 2013,
- Policy and Criteria for Provider Access to Initial Validation of Programmes Leading to QQI Awards
- Qualifications and Quality Assurance (Education and Training) Act 2012
- *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)* and

- Irish Higher Education Quality Network's (IHEQN) *'Principles of Good Practice in Quality Assurance/Quality Improvement for Higher Education and Training'*.

Specifically, the ESG Standard 3.7 states that the processes of external quality assurance agencies will normally be expected to include:

- Self-assessment: *"a self-assessment or equivalent procedure by the subject of the quality assurance process²";*
- External assessment: *"an external assessment by a group of experts, including, as appropriate, (a) learner member(s), and site visits as decided by the agency";*
- Report publication: *"publication of a report, including any decisions, recommendations or other formal outcomes";*
- Follow-up: *"a follow-up procedure to review actions taken by the subject of the quality assurance process in the light of any recommendations contained in the report".*

Validation of programmes by an awarding body fits into this framework.

The new programme proposal will contain the following information⁶:

The programme-related documentation must include sufficient information to address the applicable validation criteria for example:

An outline of the programme and identification of the QQI awards to which it leads;

The documented programme (including for example what is taught, how it is taught, by what means and in which modes it is taught, by whom is it taught, where it is taught, when it is taught, how it is assessed, to whom it is taught in general terms, who owns the programme, and how the programme is managed and quality assured and by whom) this should integrate or be supported by:

The programme's assessment strategies and procedures;

The programme's teaching and learning strategy (this covers education and training);

CVs for the programme's key staff;

⁶ As outlined in QQI White paper on Core Policy and Criteria 2015

Comprehensive listing of the physical facilities and learning resources;
Documented procedures for the operation and management of the programme;
Five-year plan for the programme demonstrating viability
Samples of the material to be provided to prospective learners;
Samples of the material to be provided to enrolled learners;
Samples of assessment tasks, model answers and marking schemes for each award stage.
Additional documentation may be required to address the applicable validation criteria.

The programme is then reviewed by an expert ‘mock’ panel, constituted by the College for this purpose, before the documentation is submitted to QQI for approval. Feedback from the expert panel is included in the new programme proposal and all documentation, including the following is submitted to the College’s Academic Council for formal approval:

- new programme proposal developed in accordance with the new programme validation template
- proposed programme schedule
- critical self-assessment report

Upon its approval by the Academic Council the documentation is submitted to QQI for consideration



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Chapter 4: Procedures for Assuring Quality of Teaching Learning and Assessment

4. Policies & Procedures for Assuring Quality of Teaching Learning and Assessment

Policy Title	Assuring Quality of T&L and Assessment
Date Approved by Academic Council	April 2017
<p>Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015 states:</p> <p>Institutions should ensure that the programmes are delivered in a way that encourages learners to take an active role in creating the learning process, and that the assessment of learners reflects this approach.</p> <p style="text-align: center;">Setanta College Policy Statements</p> <p style="text-align: center;">Policy and Teaching and Learning</p> <p><i>Setanta College intends to provide learner-centred learning that empowers individual learners, and to ensure continuously evolving innovative approaches to teaching and learning, effective support and guidance structures and a curriculum that is focused on the learner.</i></p> <p style="text-align: center;">Policy on Assessment</p> <p><i>Setanta College will develop and adhere to procedures for the fair and consistent assessment of learners, and will publish all related criteria and regulations; the College will ensure validity and reliability of assessment tools and methodologies.</i></p>	

4.1 Setanta College's Learning Approach

The College applies a blended approach based on multiple approaches to cater for the range of learning styles of its learners.

The Setanta College 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.

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.

Learner attitude and motivation are seen as important elements in learner retention and learners achieving the programme outcomes. Instructional design and teaching approaches in Setanta College are intended to facilitate a culture, which will motivate learners and staff of the College.

4.2. Setanta College's Teaching & Learning Strategy

The strategy for Teaching, Learning and Assessment at Setanta College is designed to achieve learner-centred learning that empowers individual learners, and ensures continuously evolving innovative approaches to teaching and learning, effective support and guidance structures and a curriculum that is focused on the learner.

The overall approach to teaching and learning will integrate core principles of Adult Education.

1. Acknowledging the prior experience of the learner and integrating this experience into the learning dynamic.
2. Constructivist and critical pedagogy –where knowledge is co-created and all theories and models are subjected to the critique of real life fit and application.
3. Formative Assessment and open feedback process –where participants are given opportunities to discuss their own performance and plan improvement processes for subsequent efforts.
4. Reflection as an active and integrated process.

5. Learners take ownership and responsibility for their own learning.

The pillars of Setanta College's Teaching and Learning strategy are:

- Learning Outcomes
- Establishing a Learner Centred Culture
- Ensuring fairness and consistency
- Promoting the continuous improvement of the learning process that reflects in the quality of our graduates
- Continuous professional development of academic staff

Each of these pillars comprises an aim for the College which will be accompanied by actions linked to the College operational plan. This framework will build upon the strong foundation of best practice in learning, teaching and assessment within Setanta College.

4.2.1 Learning Outcomes

“Learning outcomes are sets of competences, expressing what the learner will know, understand or be able to do after completion of a process of learning, long or short.”⁷

Learning outcomes are the means of describing courses and modules, this reflects from a content centred approach to one which recognises the learner is responsible for his or her learning.

The College will use instructional design and teaching approaches that will facilitate a learning environment which motivates and engages learners in relevant learning activities and which will allow learners to construct his or her own learning. Learning outcomes, teaching and learning approaches and assessment methods will be constructively aligned in order to achieve maximum benefit for the learner. Constructive alignment is defined as coherence between assessment, teaching strategies and intended learning outcomes in an educational programme (McMahon & Thakore 2006). Aligning the intended programme learning outcomes, what the learner does in order to learn, how the learner is assessed is vitally important to support a high quality learning environment.

⁷ “European Credit Transfer and Accumulation System” European Commission, 2004.

Actions

- 1) All programmes offered by Setanta College will have an associated set of programme learning outcomes.
- 2) All modules will have an associated set of learning outcomes which will describe what the learner will have learnt by the successful completion of the module.
- 3) Learning Outcomes at both Programme and Module level will be used as the basis on which decisions regarding teaching, learning and assessments approaches will be used.
- 4) All teaching staff of the College will undergo training on how to write learning outcomes through workshops delivered by teaching and learning experts.
- 5) Programme and Module Learning outcomes will be reviewed by the Academic Director, lecturing staff and former learners to limit the risk of contradictory assessment findings.

4.2.2 Establishing a Learner Centred Culture

This strategy considers the shift in higher education from the learner as a passive recipient of knowledge to a more autonomous learner. The learning dynamic for the programme will reflect a participative and negotiated learning environment where participants will engage in an on-going reflection and critique of current practice, current models and theoretical perspectives. They will construct their own emerging identities (personal and professional) as effective Strength and Conditioning coaches in a variety of situations.

The College will equip graduates with the advanced knowledge, skills and competencies to be employable, and ensure that they are prepared for career flexibility and/or higher level study in their chosen field. The learner experience will be enriched in a manner that attracts, engages, stimulates and challenges learners while preparing them to learn independently and think critically.

Actions:

- 1) The College will continually update its Quality Assurance policy and procedures to reflect a learner centred approach.

- 2) The College will ensure that the number of learners participating on the programme is always manageable and where appropriate, that workshop size is limited to 30 so that individual learner attention is safeguarded.
- 3) The College will establish a College centre for teaching and learning. This will provide resources, training, and guidance on teaching and learning.

4.2.3 Ensuring fairness and consistency

A basic principle of the College is that all learners are treated on an equal basis with fairness⁸ and consistency⁹, while responding to the individual needs of learners. To achieve this, the College will promote a culture of continuous reflection and planning on teaching and learning strategies to achieve an appropriate mix of teaching and learning styles, methods of assessment, and organisation of course components. Within Setanta College this principle of fairness and consistency is established through the Quality Assurance system¹⁰ and consistent with the College's Ethics policy. The College Quality Assurance system, policies and procedures have a formal status and are publically available.

Action

- 1) The College will update its Quality Assurance policies and procedures to reflect changes in national of international best practice in Higher Education.

4.2.4 Promoting the continuous improvement of the learning process that reflects in the quality of our graduates

The mission of Setanta College's FDL approach is to provide a pedagogically sound content delivery mechanism which serves learners and faculty needs, while conforming to best international standards.

Setanta College programmes and curricula will be intellectually stimulating and challenging and relevant to the employability of the graduate. The professional

⁸ Meaning 'Just, unbiased, equitable, impartial; legitimate, in accordance with the rules or standards'. Oxford English Dictionary: Oxford University Press

⁹ Meaning 'agreeing in substance or form; congruous, compatible, not contradictory; marked by uniformity or regularity.' Oxford English Dictionary: Oxford University Press

¹⁰ For the College Ethics policy see Appendices

attributes of learners are engendered through appropriate experiential learning and effective integration of teaching, practice and research activities.

Learner support systems will be maintained, that facilitate a high quality experience for all learners irrespective of their location and mode of study.

The College recognises that the processes and tasks involved in assuring quality in designing programmes, in preparing learning materials and in delivering those programmes in an online environment are radically different from those employed in traditional educational settings.

The College will seek to ensure that the learner experience of e-learning is at least equal to that of directed learning and the technology and learning materials to support this are of the highest standards.

Actions

- 1) The College will continually develop its centre of Teaching and Learning which will:
 - Promote and develop active and reflective teaching and learning techniques in the College.
 - Promote and facilitate experimentation and innovation for learning, teaching and assessment in the College.
 - Develop the relationship between research and teaching, and create new learning opportunities for learners.
- 2) Develop learning materials that are academically sound, engaging and visually appealing.
- 3) The College Knowledge Committee will research the best international practice and emerging technologies and report to College management on a regular basis.

4.2.5 Continuous professional development of academic staff

The College will also ensure that all staff are reviewed and provided with constructive feedback and encouraged to engage in continuing professional development. The College will foster a culture of enthusiasm for continuous professional development for its entire staff.

Actions

- 1) All academic staff will meet with the Academic Director annually to receive feedback and plan for their professional development appropriate with the College's strategic objectives.
- 2) New College tutors will work as assistant tutors for an initial period of time to work with an experienced tutor to gain confidence in their delivery and familiarity with the content.
- 3) The College will encourage staff to attend relevant conferences and will invite speakers to present to staff when practical.

The College teaching and learning environment



A summary of the core elements of Setanta College Teaching and Learning environment.

4.3 Assessments

The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) has become the benchmark for quality assurance in Europe. It states that ‘the assessment of learners is one of the most important elements of higher education’.

The College policies and procedures relating to assessment address:

- Learner responsibility for demonstrating learning achieved
- Assessment supports standards based on learning outcomes.
- Assessment promotes and supports effective learning and teaching
- Assessment procedures are credible and secure.
- Assessment methods are regulated and they are reviewed and developed as necessary
- Learners are informed about how and why they are assessed and provided with feedback on assessment.

This policies and procedures for the assessment of learners have been developed to be consistent with http://www.qqi.ie/Publications/Assessment_and_Standards_Revised_2013.pdf and the [Effective Practice Guidelines for External Examining \(2013\)](#). The policy is understood by Setanta College staff and learners, is consistent across examiners and is line with best practice nationally and internationally.

4.3.1 Sectoral Conventions for Assessment

The Sectoral Conventions for Assessment comprise a set of regulations and benchmarks

which, in the interest of fairness and consistency, are agreed at the sectoral level by QQI and all associated providers. Setanta College adhere to the Sectoral Conventions as outlined below:

Sectoral Convention 1 on Award Classifications

Classification of awards shall be criterion-referenced as distinct from norm-referenced.

Sectoral Convention 2 on Mixed Grading Systems

Each provider shall adopt either the percentage grading system or the alphabetic grading

system (for all of its provision), in accordance with Sectoral Convention 4 (see below).

Sectoral Convention 3 on Determination of Award Classification

Calculation of the award classification shall be based on the credit-weighted mean value of the allowable grades (*i.e.* those that contribute to the classification) for modules of a specific programme which has been validated by QQI or by a recognised institution for the purpose of making the award.

Sectoral Convention 4 on the Percentage and Alphabetic Grading Systems

Percentage marks (p) and percentage point values (ppv) are defined in the following table.

Description	Percentage mark (p)	Percentage point value
Passing Marks	40<_p<_100	40<_ppv<_100
	35<_p<_40	35<_ppv<_40
Outright failing marks	0<_p<_35	0

Sectoral Convention 5 on Post-award Achievement required for an additional major award at the same level

Subject to certain conditions, a graduate holding a higher education and training award may present for and, if successful, achieve a further major award at the same level within the same generic area of study. This must involve the attainment of new learning outcomes

Sectoral Convention 6 on ECTS Grade and Grade Interpretation Scheme (EGIS)

Whenever the ECTS Grade and (if appropriate) the ECTS Grade Interpretation Scheme are implemented, it shall be on the basis of a sectoral or national convention.

ECTS Grade is not yet implemented in Ireland. EGIS is described in a draft ECTS *User's Guide* and is not implemented yet.

Sectoral Convention 7 on Exceptions

In exceptional circumstances where, for a particular programme, the legitimate requirements of external authorities conflict with one or more of the Sectoral

Conventions *and make their application impossible*, an alternative arrangement may be used for that programme. Such exceptional arrangements shall be identified on the Europass Diploma Supplement, described in the programme assessment strategy, and articulated during the programme validation process.

In the case of collaboration between providers using different grading systems, there shall be negotiation and agreement on a joint *programme assessment strategy*, as well as a joint grading system for the collaborative programme and on any necessary conversions of module grades. This shall be addressed during the validation of collaborative programmes and in the context of collaboration and joint awarding agreements etc. Joint awards have a distinct identity and may use an alternative classification system where appropriate.

The following tables describe the classifications available for major awards (made by QQI) and offered by Setanta College in the National Framework of Qualifications (NFQ). They also specify the required boundary values for grade point average (GPA) and percentage point average (PPA).

Classification of Higher Certificates (level 6) and Ordinary Bachelor's Degrees (Level 7)	GPA boundary values	PPA boundary Values	Description 2009 – 2010 and following
Distinction	3.25	70%	Indicative descriptor: Achievement includes that required for a Pass and

			in most respects is significantly and consistently beyond this
Merit Grade 1	3.0	60%	Indicative descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Merit Grade 2	2.5	50%	Indicative descriptor: Achievement includes that required for a Pass and in some respects is significantly beyond this
Pass	2.0	40%	Definitive descriptor: Attains all the minimum intended programme learning outcomes

Classification of Honours Bachelors degrees (Level	GPA	PPA	Description 2009 – 2010 and following
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8) and Higher Diplomas (Level 8)			
First class Honours	3.25	70%	Indicative descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Second Class Honours Grade 1	3.0	60%	Indicative descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Second Class Honours Grade 2	2.5	50%	Indicative descriptor: Achievement includes that required for a Pass and in some respects is significantly beyond this

Pass	2.0	40%	Definitive descriptor: Attains all the minimum intended programme learning outcomes
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4.3.2 Assessment Components

The assessment methodologies used by Setanta College vary depending on the course module and the level of the programme (Higher Certificate, Bachelor of Science, etc.). When designing assessments the Academic Director and the module Tutors are instructed to consider the following:

- The purpose of the assessment and the learning outcomes to be assessed,
- A clear marking scheme to enable consistent grading of papers by examiners.
- The means by which feedback will be given to the learner to ensure that the feedback is constructive.

Setanta College uses a range of assessments of learners including:

Continuous Assessment – Essay: A list of appropriate essay titles should be given for critical discussion. Each essay should include the following:

- A reading list to guide learners in research.
- The question/topic itself.

Continuous Assessment – Journal Analysis: Authors should provide a question or set of questions designed to test learners' understanding of a relevant journal and how it relates to wider issues in the course is assessed through one or more structured questions. The module tutor will ensure a marking scheme is provided to the learner.

Continuous Assessment – Asynchronous Discussions: Learners are given a topic or issue to discuss and are asked to contribute to a discussion forum. Asynchronous, threaded discussions build up and the learners' contributions are assessed and graded. These discussions are facilitated through the College's VLE. This method of assessment provides a self-paced atmosphere for reflection, composition, and analysis, enabling the preparation of considered and researched responses.

Multiple Choice Questions (MCQ) - These questions should be demanding questions which require synthesis of material, rather than simply recognising a correct fact from distracter items. It should be noted that variations on a theme are allowed and that rather similar questions which test the same material can be submitted in different MCQs.

Online Open Book Examination – Learners are required to log in at a specified time and complete an examination paper and upload it by a set time also. This is a time limited assessment and learners must adhere to the start and end time requirements or be penalised as appropriate. Learners are able to access reading materials but are expected to reference appropriately, more thoroughly than in an onsite non- open book examination.

Video Case Study – Students are given a coaching programme challenge that spans a clearly defined period. Video evidence of applied coaching, monitoring of the athlete and self-reflection by the learner is then submitted on the college e-learning platform.

4.4 Assessment Procedures

Assessment procedures are given to each learner registered on a programme with Setanta College. The current version of the College's assessment procedures are included in the learner handbook. These procedures cover all aspects of assessment including marks and standards relating to the programme, rules regarding the submission of coursework, procedures relating to extensions and deferrals and information relating to plagiarism.

4.4.1 Responsibilities Relating to Assessment

All assessments mechanisms are validated internally and externally during the initial programme/subject development and during the programme/subject review cycle. The tutor and Academic Director are responsible for the assessment of learners. All assessments are written to reflect the subject syllabus and to examine the extent to which learners have reached the learning outcomes. The final decision regarding the design of assessment components rests with the Academic Director. This includes an examination of the assessment instruments to ensure that they facilitate the achievement of the relevant assessment and grading criteria.

4.4.2 Quality Control of Assignment Marking

Transparency in grading is essential. Feedback is documented by the Tutor for each assignment displaying where marks were awarded and lost in as much detail as is possible. The main purpose of such feedback is to enable the learner to use the assignment process effectively in preparation for subsequent assessments and to ensure transparency in the process.

Documentation and assignments are available for the External Examiners.

4.4.3 Assignment Feedback

Teaching, learning and assessment are recognised as linked activities, learners on Setanta College programmes are provided with feedback on all assessments. This is facilitated by a standard feedback form provided with each module assessment results. Results and feedback from assessment work are posted on the College notice boards and Moodle using learner identity numbers only as soon as is practicable. When possible, tutors should make themselves available for learner consultation in relation to feedback on the assignment/assessment.

4.4.4 Recording Results and Return of Certification Data

Results from assignments/assessments are entered into the College's learner management system by the tutor and verified by the Student Administrator.

4.5 Examination Procedures

Examination procedures in Setanta College adhere to the procedures required by the respective awarding bodies, namely, QQI's Assessment and Standards document (2013).

An important responsibility of module tutors is the writing of assessments. Tutors are required to draft assessments by a date specified by the Academic Director. The aim of the assessments is to assess the extent to which learners have achieved learning outcomes of a subject. Tutors are required to submit a marking scheme with their exam paper. The external examiner reviews the exam papers and returns feedback. The feedback is normally incorporated into a revised exam paper which is then considered final.

4.5.1 Grading Assessments

Module tutors are the primary graders/examiners of assessments. When correcting assessments, examiners are transparent in their grading, recording any necessary comments. A representative sample of scripts is sent to the relevant external examiner. The sample should include all borderline and fail cases for each subject. Other documentation for the external examiner includes:

- Cover letter from the Registrar including the date of the exam board meeting and return date for the assessments.
- A copy of the grade sheets containing all assessment results.
- A blank external examiners feedback form (QQI external examiner feedback form).

External examiners return all assessments with a completed external examiner feedback form. Feedback from external examiners is communicated to the relevant Internal Examiners. Changes and recommendations for future subject delivery are considered where appropriate within the programme board. Any feedback from this process is discussed at the examination board meeting, which takes place as soon as is practicable, after the final assessment is completed. The procedures applied for examination boards and the consideration of results are in compliance with QQI's Assessment and Standards document (2013).

4.6 Recheck and Review Procedures

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.

The College will seek to complete all rechecks within twenty eight days where recheck requests have been received by the College Registrar (or his/her nominee) not later than five working days after the examination results have been displayed on the College online notice boards.

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. Only a written request for a recheck made on the learner recheck form and signed by the person concerned will be considered. The candidate can supply details that he/she believes will help expedite the recheck.

A fee for a recheck shall be determined per module, which in the event of a successful recheck, will be refunded.

The College Registrar will inform the learner in writing of the outcome of the recheck.

The College will not process recheck requests received more than twenty eight (28) days after the examination results have been displayed.

4.6.1 Procedures to request a Review

The grounds for a review of the board of examiners are as follows:

- The examination regulations of the College have not been properly implemented.
- The regulations do not adequately cover the candidate's case.
- 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 College Registrar when they occur.

The college will seek to complete all reviews within twenty eight (28) days where review requests have been received by the college Registrar (or his/her nominee) not later than five working days after the examination results have been displayed on the College on-line notice board.

Only a written request for a review made on the learner review form and signed by the person concerned will be considered.

A request for a review must state the grounds upon which the review is sought.

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

Formal processing of reviews of examination matters will be carried out having due regard to the schedule of meetings of the academic council and the annual conferring date.

A fee for a review shall be set, which in the event of a successful review, will be refunded.

The College shall consider requests for review received by the Registrar, 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.

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.

All decisions of the review board will be by majority vote. In the event of a tie, the Chairman will have a casting vote.

The candidate will be informed by the College Registrar, in writing by registered post, of the outcome of the review.

A candidate dissatisfied with the outcome of a review may appeal the decision of the review board.

Where appropriate, the College Registrar shall notify QQI of the outcome of the review.

The College Registrar shall notify the candidate's tutor of the outcome of the review.

4.6.2 Procedures to request an Appeal

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.

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

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

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

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

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

4.6.3 Membership of an Appeal Committee

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, 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 Academic Council).
- d) Learner representative – the person nominated must not have had a previous involvement in the case.

4.6.4 Modus Operandi of the Appeal Board

The Appeal Board:

- a) Shall consider the report of the relevant review board or College Registrar.
- b) May ask the appellant to address it on the circumstances of the appeal. (Note: a person of his/her choice may accompany the appellant).
- 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.

The College reserves the right to engage the services of any appropriate professionals that it deems necessary.

All decisions of an appeals board shall be by majority vote. In the event of a tie, the Chairperson shall have a casting vote.

The appellant shall be informed in writing, by registered post, of the outcome by the Director. All decisions of the appeal board are final within the College. The Director shall notify the College Registrar and the candidate's Tutor of the outcome of the appeal.

4.6.5 College Procedure on Plagiarism

Plagiarism is copying another person work. It is in simple terms using another author's words, language or thoughts with the intention of portraying them as your own. Plagiarism is considered to be dishonest and unethical and unprofessional.

Definition: (The University of North Carolina)

"The deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise."

Setanta College procedures regarding plagiarism are outlined to all learners in the learner handbook. The College uses plagiarism software in correcting assignments and if evidence of plagiarism is found the following stages are followed:

- The relevant learner is spoken to by their tutor and asked to resubmit the assignment this new assignment will be capped at 40%. Where the tutor is of the opinion that the plagiarism is a genuine mistake by the learner the tutor can use their own discretion as to the penalty to apply.
- This incidence is kept on file by learner services and if there is continued evidence of plagiarism the learner may face disciplinary action.

4.6.6 Setanta College Disciplinary procedure

Where there is continued evidence of plagiarism the programme board will discuss the case and refer their opinion to the Academic Affairs committee. The College will convene an Academic Affairs committee meeting, which will review the case and can recommend the following disciplinary action.

- (i) A reduction in marks allocated, to reflect the serious nature of the offence;

- (ii) A mark of zero in the assessment or part of the assessment in which the offence was committed.
- (iii) A mark of zero in all of the assessments for the particular examination session.
- (iv) A recommendation to the academic council for suspension of the candidate from all activities of the College for a fixed period of time.
- (v) A recommendation to the academic council for the formal expulsion of the candidate from the College.
- (VI) Where the candidate is unsatisfied with the recommendation of the academic affairs committee they may apply appeal their case to the College appeals committee.

4.7 Setanta College Assessment Strategy

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. Assessment tasks will be seen as a primary means of learning and will provide the opportunity for demonstrating the learning outcomes in an integrated and realistic setting.

Throughout all Setanta College programmes, participants will be exposed to the theory and practice of best principles of assessment. The formative domain of ongoing and continuous assessment will contain a wide variety of assessment types reflecting multiple intelligence theories and acknowledgement of different ways of learning and knowing. In addition to traditional summative written theory assessments, there is a wide variety of formative continuous assessment. These will include: presentations, group projects, problem based learning, reflective portfolios, and practical skill (coaching) development demonstrations. Participants will experience assessment for learning which facilitates the three E's – expansion, experimentation and embedding.

Actions

- 1) Best practice principles for assessment will be shared with the learners by:
 - Setting and sharing the learning outcomes for the programme and for each module.
 - Sharing the criteria for success for each assessment.

- Providing feedback that captures current levels of learning, redefines the learning goals and offers guidance about closing the gap between learning objectives and achievement.
- 2) The assessment methodologies used by Setanta College will vary depending on the course module and the level of the programme (Higher Certificate, Bachelor of Science etc.). When designing assessments the Academic Director and the module Tutors are instructed to consider the following:
- The purpose of the assessment and the learning outcomes to be assessed.
 - A clear marking scheme to enable consistent grading of assessments by examiners.
 - The means by which feedback will be given to the learner to ensure that the feedback is constructive.
 - That assessments which assess the same learning outcome are not contradictory.
 - Programme and Module Learning outcomes will be reviewed by the Academic Director, lecturing staff and former learners to limit the risk of contradictory assessment findings.
- 3) The Academic Director will review in conjunction with the module tutor individual module assessments annually to ensure their consistency, fairness and that the assessment of learning outcomes through different methods is not contradictory.
- 4) Learner feedback on assessments will be gathered through learner module reviews at the end of each module.

4.7.1 Setanta College Assessment Methodologies

It is vital to link the assessment methods to learning outcomes. Setanta College uses a range of assessments of learners to achieve learning outcomes as described in Table below:

Types of Learning: Learning outcomes	What is required from learners?	College Assessment Methodologies
Thinking critically and making judgments	Development of arguments, reflection, judgment, evaluation	Essay Report Journal Article Review
Solving problems/developing plans	Identify problems, define problems, analyse data, review, design experiments, plan, apply information	Problem scenario Group Work
Performing procedures and demonstrating techniques	Take measurements use equipment, follow gym/laboratory procedures, follow protocols, carry out instructions	Demonstration Role Play
Demonstrating knowledge and understanding	Recall, describe, report, identify, recognise, recount, relate, etc.	Written examination Oral examination MCQs Essays Reports
Managing/developing yourself	Work co-operatively and, independently, be self-directed, manage time, manage tasks	Learning journal Portfolio Self-evaluation Group projects
Communicating	Written, oral, visual and technical skills	Written presentation Oral presentation

Types of Learning: Learning outcomes	What is required from learners?	College Assessment Methodologies
		Discussions /Debates/ role plays Group work



SETANTA

College

The Online Sports College

Quality Assurance Handbook

Chapter 5: Procedures for Student Admissions Progression Recognition and
Accreditation

5. Policies & Procedures for Learner Admission Progression Recognition and Certification

Policy Title	Admission Progression Recognition and Certification
Date Approved by Academic Council	April 2017

The Guidelines for Quality Assurance in European Higher Education Area (2015)

Institutions should consistently apply pre-defined and published regulations covering all phases of the learner “life cycle”, e.g. learner admission, progression, recognition and certification.

Setanta College Policy Statement

Setanta College will develop and adhere to procedures for the fair and consistent administration of all phases of the learner “life cycle”, and will publish all related criteria and regulations.

5.1 Admissions

Learners wishing to enrol for an academic programme at Setanta College must have achieved at least the minimum requirement for entry onto the programme or may be allowed advanced entry based on prior study (recognition of prior learning – RPL). Minimum entry for a Setanta programme is that the candidate is an active coach with a relevant coaching qualification from a national sporting organisation. This qualification will be verified by the College’s registrar’s office before a candidate is accepted on a Setanta programme.

The necessary entry requirements are defined at the time of programme development, consistent with the National Qualifications Authority of Ireland (NQAI)’s Policies, Actions and Procedures for Access, Transfer and Progression for Learners. The procedures involved at the point of entry ensure correct decisions are made in a clear and transparent manner.

5.1.1 English Language Requirements

It is expected that all learners applying for Setanta College programmes at undergraduate and postgraduate levels are able to speak, read and write English

fluently, so they can play a full role in lectures, tutorials, seminar discussions and examinations. All applicants to Setanta College are informed of this requirement before registering for a programme.

In the case of international learners where English is not their first language they will be required to demonstrate a sufficient level of English Language proficiency.

Setanta College require a composite score of 6 for the IELTS¹¹ (International English Language Testing System).

5.1.2 Accreditation of Prior Learning

The Accreditation of Prior Learning, or APL, is a process by which Setanta College (in line with QQI Assessment and Standards 2009, revised 2013) gives credit against learning achieved by an individual before entry to a programme of study in Setanta College. The applicant completes the APCL applicant form and the application is assessed by relevant Setanta staff.

Some prior learning may have been previously assessed and certificated by an education provider (for example, another institution of Higher Education). In which case recognition of this learning is known as the Accreditation of Prior Certificated Learning (APCL). The APL does not apply to the assessment of prior learning and/or experience for the purpose of entry to a programme of study, only to the assessment of eligibility for entry with credit.

It is important to note that it is the achievement of learning, or the outcomes of learning, that is being accredited rather than the activity of learning itself.

5.1.3 What is Credit?

Credit provides a means of quantifying learning outcomes achievable in a given number of notional hours and at a given level. Learning outcomes are used to identify whether learners have demonstrated through assessment, the minimum level of learning required to pass a module and thus gain the required credit. In this way, previous learning can be identified which can be assessed and 'credited' against an award. APCL is the process by which an applicant's previously accrued credit is assessed to determine

¹¹ For IELTS guidelines see www.ielts.org/PDF/Guide_Edu-%20Inst_Gov_2013.pdf

whether it can be used to gain exemption from modules of a programme of study in Setanta College.

5.1.4 Limitations on Credit

Setanta College is concerned to ensure that all learners must meet a required standard on its awards and that all learners are treated equally. Where APCL is being sought for the award of academic credit the College must make certain that the learning derived from prior certificated study is equivalent to that of the learning that might otherwise have been achieved by following the full programme of study. Consequently, it must be satisfied that the evidence submitted in support of an APCL claim meets the following criteria:

- **Validity.** The evidence must show that the prior learning for which the learner is making a claim is relevant to the programme of study you have applied for at Setanta College. The learner must be able to demonstrate that there is an appropriate match in both level and content between previous studies and the Setanta College module or modules for which he/she is seeking exemption.
- **Currency.** Prior learning must have been gained recently enough to be still of value. The time limits on learning will vary according to subject area but qualifications more than five years old are unlikely to be considered, without the inclusion of additional support.
- **Sufficiency.** The learner must provide enough evidence to demonstrate fully the achievement of the credit being claimed.
- **Appeals.** The evidence should be clearly related to the learner's own efforts and able to be verified as such.

Please note it is the learner's responsibility to check that their previous studies were taken at the same level as (or higher than) the Setanta College qualification you wish to claim credit towards.

If previous studies are more than five years old but they still wish to make a claim for APCL, the learner should contact the College prior to making an application. A decision

will be made relevant to details provided on the best advised course of action for the learner to take.

The maximum amount of credit that can be imported via APCL is one-third of the maximum course credits. For example, a 180-credit course can have a maximum of sixty credits attached to it. This excludes any compulsory dissertation or thesis stated in the programme requirements for which exemption will not be granted.

5.1.5 Fees/Cost

Although the learner does not receive any formal tuition during the process of making an APCL, additional support is given to the learner during this time for which a fee of €50 per module (up to a maximum of €150) will be charged. Please note that this fee is non-refundable should your APCL claim be unsuccessful.

5.1.6 How and when to make an APCL claim?

If the learner wishes to make a claim for the Accreditation of Prior Certificated Learning (APCL), he or she will need to contact the College at admin@setantaCollege.com to request the application form.

The learner should apply for APCL no less than one month prior to the commencement date of the course in Setanta College that they wish to claim credit towards.

N.B. We cannot guarantee that APCL applications received later than this will be processed in time. It should be noted that it is not possible to request exemption from modules that the learner has already begun to study.

It is important to note that an application for admission to a course is completely separate from an application for APCL and each application will be assessed individually on their merits.

5.2 Protection of Enrolled Learners

Protection of Enrolled Learners is a feature of the 2012 Qualifications and Quality Assurance (Education and Training) Act. The legal requirement ensures that learners enrolled on a programme, of longer than three months duration and where fees have been paid, are not disadvantaged in the event of the programme ceasing prior to completion.

In accordance with this Act and the QQI Protection of Enrolled Learners Guidelines and Protocols for implementation of the 2012 Act Setanta College ensures that:

- Learners have the opportunity to complete a programme leading to an award, or
- Learners are refunded the moneys most recently paid if a programme ends before they complete it, and
- Learners are provided with adequate and accurate information about the programme that they wish to pursue and about the protection in place for them in the event that the programme ceases prior to their completion.

5.3 Progression and Transfer

Setanta College offers a range of awards on the National Framework of Qualifications. The National Framework of Qualifications (NFQ) defines the relationship between awards: this in itself contributes to improved transfer and progression. The NFQ is based on the European Credit Transfer System (ECTS) which allows for transfer and progression:

- between levels
- between award-types at the same level
- between named awards.

Setanta College programmes are normally divided into *stages* and *modules*. Stages and modules are sub-programmes within programmes. Conceptually, a stage is a rung on a progression ladder. It may comprise a set of modules at a similar level. Typically, the National Framework of Qualifications level of the intended learning outcomes of constituent modules increases as a learner progresses through successive stages of a programme. Even where modules are not taken in parallel, the stage concept is important for grouping modules with the same level (NFQ) of learning and requiring a similar level of maturity in the relevant discipline. Full-time learners study all the modules in a stage in parallel, while part time learners may study as little as one module at a time.

Accordingly, Setanta College has adopted an approach based on the principle that learners achieving an award are eligible to progress to a programme leading to another

award at the next level up where there is such an award in the same or a related field of learning, and may be eligible to progress to a higher level than that. At the same time, where there is not an award at a higher level in the same or a related field of learning, the framework concept implies that learners achieving an award are eligible for transfer to a programme leading to another award at the same level.

Where programmes are organised in stages, a learner, to be eligible to progress to a particular stage, is normally required to demonstrate achievement of the minimum intended learning outcomes of all the preceding stages. This should be elaborated in the programme assessment strategy. The *approved programme schedule* summarises the allocation of credits and grades, as well as any special progression requirements. Subject to any special conditions of the programme, there are three exceptions to the general requirement of passing all the required modules in order to progress to the next stage. These are:

1. Pass by compensation
2. Exemption from part of the programme (with or without the allocation of a grade and credit)
3. Eligibility to progress carrying the failed modules to be passed during the subsequent Stage.

Pass by compensation

Grades which are greater than or equal to 35% but less than 40% in the percentage system — or a 'D' grade in the alphabetic system — are awarded when a learner has nearly (but not quite) demonstrated attainment of the relevant minimum intended learning outcomes for a particular assessment task. Performance at the first attempt in modules in a given stage (of at least 30 credits) may be used to compensate in the same stage, provided no module in the stage has been failed outright. A pass earned in this way is referred to as a pass by compensation and is credit bearing.

Where a candidate is just below pass in each of a string of independent modules in the same stage, the results are reinforced. Consequently, it is justifiable to limit the number of independent modules that may be passed by compensation in a stage. Because

modules can have different sizes, it is reasonable to express such a limit as a proportion of the total available credit rather than the number of modules. This latter point assumes that the confidence in the grade is increased in larger volume modules owing to compensation processes operating within the module. In a programme based on stages, subject to conditions 1 - 4 specified below, a module can be passed by compensation (using passes in other modules from the same stage) unless this is specifically precluded in the programme assessment strategy and approved programme schedule. Compensation can be applied automatically. Accordingly, the programme and module assessment strategies should take this into account. Specifically, they should further ensure that compensation is consistent with the requirement that minimum intended programme learning outcomes are achieved before an award is recommended. In the programme assessment strategy and approved programme schedule, certain modules may be designated as not passable by compensation.

Compensation can only be applied in the following circumstances:

1. The learner has been assessed for all stage modules and no module in the stage has been failed outright (F or below 35%).
2. The results of all modules in the stage are from first attempts.
3. In the case of full-time learners, the results are from the same sitting (session).
4. The overall Alphabetic Grade Point Average is at least 2.0 or the stage-aggregate of credit-weighted excesses of percentage marks (over 40) is greater than or equal to twice the stage-aggregate of credit-weighted deficits of marks (under 40) and the potentially compensable results account for no more than one-third of the credit for the stage: *i.e.* 20 credits in a 60-credit stage or 10 credits in a 30- credit stage. Compensation may be applied only to enable a learner to pass a stage (at the award stage, a learner who passes by compensation remains eligible for honours etc.). Compensation does not change the result of the modules passed in that way. When reporting module passes by compensation (on the Europass Diploma Supplement), the actual result is returned, *e.g.* 37% or D, along with an indication that the module pass has been granted by compensation.

The policy of Setanta College is that all programmes should aim to meet the needs of learners. This includes those learners entering programmes through recognition of prior

learning processes, as well as those transferring or progressing from programmes to further learning opportunities, whether immediately or at some later stage.

Setanta College has mapped its awards to the NFQ and provides the learner and prospective learners' information on transfer into its programme and progression routes. This information is available on its website and in the learner handbook for each programme.

Setanta College Programmes and National Framework of Qualifications Progression:

Programme Title	Credits	NFQ Level
Certificate in Functional Screening and Resistance Training	30	6
Certificate in Strength and Conditioning	60	6
Higher Certificate in Strength and Conditioning	120	6
Bachelor of Science in Strength and Conditioning	180	7

5.4 Learner Conduct, Discipline and Complaints

All learners of Setanta College are expected to behave responsibly at all times and not to engage in any activity which might bring the good name of the College, fellow learners or staff into disrepute.

Should any learner be responsible for any breach of good conduct or discipline, or fail to obey instructions from any member of staff during an onsite, workshop, tutorial or other activity associated with their course, a member of staff may require the learner to withdraw from the particular activity.

Participation in forums is encouraged and, whilst there is no requirement to post formal messages, terminology and subject matter should at all times be inoffensive, appropriate and professional.

Learners should acquaint themselves with any codes of conduct or internal requirements of the premises within which they reside and /or study as part of their programme of study and should comply with such requirements or codes of conduct.

5.4.1 Breaches of Assessment and Examination Regulations

Learners are provided with information on Setanta College's examination and assessment regulations upon enrolment on a programme and are aware that, in cases where a learner breaches the examination regulations he/she will be subject to disciplinary action. In addition, information on plagiarism, referencing and attributing sources is included in the College's induction programme), in the learner handbook and on each continuous assessment form.

5.4.2 Learner Complaints Procedure

LEARNERS COMPLAINTS & APPEALS PROCEDURES FOR LEARNERS

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 (Administration documents/ College Forms/ Learner Complaint Forms), which can be obtained from the College Registrar. The completed complaint form should be forwarded to the Registrar. 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 Registrar 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 Learner 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.

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.



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Quality Assurance Handbook

Chapter 6: Procedures for Assuring Quality of Staff Recruitment and Development

6. Policies & Procedures for Assuring Quality of Staff Recruitment and Development

Policy Title	Quality of Staff Recruitment and Development
Date Approved by Academic Council	April 2017

The Guidelines for Quality Assurance in European Higher Education Area (2015)

outline that Institutions should have ways of satisfying themselves that staff involved with the teaching of learners are qualified and competent to do so.

Setanta College Policy Statement

Setanta College will ensure that its procedures for recruitment and selection of staff lead to the employment of suitably qualified and skilled individuals. The College will also ensure that all staff are reviewed and provided with constructive feedback and encouraged to engage in continuing professional development.

Currently the College recruits staff that have qualifications and practical experience within areas related to Strength and Conditioning and coaching. The College is committed to developing a culture of continuing professional development where part time and full time staff are encouraged to stay current with the latest innovations, research and methods in the field of Strength and Conditioning and coaching. This process is guided by the Academic Director.

6.1 Recruitment and Selection

The effective recruitment and selection of staff is critical to Setanta College's ability to achieve its stated strategic aims. With regard to teaching staff specifically, the purpose of Setanta College recruitment and selection procedures is to ensure that the College identifies and appoints staff who have the necessary high level of competency in the field of Strength and Conditioning and to effectively teach on or provide support to its programmes of study. The College is fortunate to have a very low staff turnover with most staff having been with the College for five years or more. When the College loses a staff member the Academic Director has considerable links in the industry to recruit

appropriately qualified staff. All tutoring staff in the College must have or be in the process of attaining a level 9 qualification in a cognate field¹².

The need to recruit staff is identified by the Academic Director, Registrar and the position is advertised in the appropriate media and a shortlist is drawn up before interviews are conducted. The interview panel normally consists of the Academic Director, the Registrar and other tutors from the College. A full outline of the College recruitment processes are included in the Appendices.

6.1.2 Induction of new employees

All new employees in Setanta College must go through an induction process. The induction process checklist is included in the appendices this process involves welcoming the new employee to the College and preparing the employee for their new role. This will involve training on relevant IT systems and process in the College and for teaching staff will incorporate shadowing an experienced lecturer for a period of time.

6.1.2 Employee Review

Once employed by Setanta College the new employee's performance is reviewed by the Academic Director and the CEO after a period of 3 months. The employee is given feedback and the human resource function keeps a record of the review. The new employee is further subject to a probation period as outlined below.

6.1.3 Probation

Once employed by Setanta College a probationary period of 12 months applies to all new permanent and contract positions. If probation has been satisfactorily completed at the end of the 12-month period, the appointment is confirmed. The legal entitlements of Employees will not be affected by the application of this Policy.

6.1.4 Verification of tutor's qualifications

The CEO, the Academic Director and the College Registrar have responsibility for verifying the authenticity of a potential employee's qualifications and references. The following steps are completed in this process:

¹² Tutoring staff CVs are attached and table of level of qualifications is contained in appendices.

- The College Registrar requests transcripts of the potential employee's qualifications.
- The College Registrar contacts the relevant institution/s to verify these qualifications.
- The College Registrar contacts the applicant's referees and verifies the authenticity of these references.
- Any queries regarding the transcripts or references are followed up by the College Registrar, CEO or Academic Director with the applicant.
- Once these steps are satisfactorily complete the applicant is contacted and given the interview panel's verdict.

6.2 Training and Professional Development¹³

It is the role of the Academic Director to oversee continuing professional development among staff. Staff professional development takes place in the context of the strategic priorities of Setanta College, which are establishing by the senior management team. The knowledge officer also advises on training of staff on Flexible and Distributed Learning (FDL) technologies. Specific training for staff to support programme or College developments are organised as needed. All staff receives training in teaching through FDL mediums.

6.3 Performance Review

The Academic Director conducts a performance review with each teaching staff member once a year. This review is to ensure that teaching staff receive constructive feedback on teaching performance, to allow them identify key strengths and areas for improvement, and to agree action plans around same. Performance review is based on a number of different feedback and evaluation techniques:

- Learner module and programme evaluations
- Tutor self-review
- Peer review

¹³ The Staff Development Policy is incl in Appendices

- Workshop review

The review discussion can take place in person, via live meeting or Skype, via conference or email. During this discussion, development needs are identified and appropriate actions to be taken to support this development are agreed. A record of this discussion is retained by the Academic Director.

6.4 Staff disciplinary practices

Setanta College is committed to encouraging appropriate behaviour and work performance from all staff. The purpose of the disciplinary procedure is to ensure that the College acts reasonably and fairly towards employees in investigating and dealing with alleged instances of unacceptable conduct or performance. Although disciplinary action will normally follow the progressive stages, the procedure may be implemented by the College at any stage of the process if the alleged misconduct warrants such action.

6.4.1 Principles of the disciplinary procedure

Each employee is personally accountable for their own behaviour and work performance. Early intervention at the appropriate level to address perceived negative behaviour and/or underperformance is desirable for all parties so as to minimise the risk of the College having to escalate sanctions as provided for in these procedures.

Every effort will be made by Setanta College in appropriate cases to address alleged or perceived shortcomings in work standards, conduct or attendance through informal means without invoking the formal disciplinary procedure.

The procedure is intended to comply with the general principles of natural justice, which are included in the following guidelines.

There will be a presumption of innocence. No decision regarding disciplinary action can be made until a formal disciplinary meeting has been convened and the employee has been afforded the opportunity to respond to the allegations raised.

The employee will be advised in writing in advance of a disciplinary meeting of the precise nature of the matters concerned and will be given copies of any relevant documentation. In the case of a complaint, this detail will include the source and text of the complaint as received. A complaint should be in writing.

Anonymous complaints, of themselves, may not be used as the only evidence in a disciplinary procedure. Where an anonymous complaint(s) has been substantiated by further investigation, that complaint(s) may be introduced as supporting evidence in the disciplinary process.

The employee will be advised of his/her right to be accompanied by a work colleague or trade union representative(s) at any meeting under the formal disciplinary procedures.

The employee concerned will be given the opportunity, including reasonable time, to consider and to respond fully to any complaints, allegations or issues of concern. This includes the right and opportunity to avail of appropriate representation at all times during the procedure.

The right of an employee concerned to have access to and to view her/his personnel file (to include all records in relation to the employee, in hardcopy or electronic format, held by the College) will be fully respected.

The employee concerned has the right to a fair and impartial examination of the issues being investigated, taking into account the allegations or complaints themselves, the response of the employee concerned to them, any representations made by or on behalf of the employee concerned and any other relevant or appropriate evidence, factors or circumstance.

6.4.2 Informal Disciplinary Procedure

If an employee's standard of job performance, conduct, or attendance falls below an acceptable level, they will in appropriate cases be made aware informally, by the Academic Director, that this is unacceptable and informed of the required improvements. If the employee concerned continues to fail to achieve the required work/conduct standards, the disciplinary procedure outlined below may be invoked.

6.4.3 Formal Disciplinary Procedure

Where an employee's job performance, conduct or attendance does not meet the required standards despite informal intervention, the matter will be dealt with under the formal disciplinary procedure.

Stage 1: Formal Verbal Warning:

The first step in any formal process is to let the employee know in writing the issue that has given rise to the invoking of the disciplinary procedure. The employee will be advised of the precise nature of the complaint, the reasons why this is not acceptable, details of previous meetings, the standards not achieved, the improvements required and the timescale for improvement. The letter will also invite the employee to a formal disciplinary meeting at which the issue will be discussed and it will also inform them of their right to be accompanied at the meeting.

Stage 2: Written warning

If it is alleged that the employee fails to make the necessary improvements or if the poor performance/conduct/attendance continues or is more serious, he or she will be invited in writing to a formal disciplinary meeting by the CEO/Director's nominee to review the increasingly serious nature of the situation.

A letter will be sent to invite the employee to a formal disciplinary meeting at which the matters of concern will be discussed. The employee will be advised of the precise nature of the complaint, details of previous meetings and the standards not achieved or maintained. The employee will be informed of their right to be accompanied at the meeting.

Stage 3: Final written warning

Where it is decided that disciplinary action at this stage is justified the Director's nominee will inform the employee that he/she is giving a final written warning. Disciplinary action may be taken notwithstanding an employee's failure to attend the disciplinary meeting in the absence of good reason.

Stage 4: Disciplinary Sanction up to and including dismissal

Where it is alleged that

- The employee has failed to meet the necessary improvements or
- The poor performance/conduct/attendance has continued following a final written warning, or
- The performance/conduct/attendance issue is more serious, the disciplinary procedure which provides for disciplinary sanctions, up to and including dismissal, may be invoked.

In cases of less serious offences, or where the College is of the view that there is a realistic prospect of improvement in performance/conduct/attendance, the following disciplinary sanctions may be applied singly or in combination by the relevant Director nominee, in consultation with the CEO. These sanctions include, in no particular order:

- Removal from certain duties or transfer
- Suspension with pay
- Deferral/Denial of Access to Progression
- Deferral/Denial of Access to Promotion
- Demotion and Consequent Reduction in Pay
- Suspension without Pay

Depending on the nature of the offence, these sanctions can be limited in time or unlimited in time and/or linked to improvements in performance/conduct/attendance. A record of the disciplinary sanction(s) applied at this stage will be retained on the employee's personnel file and a copy will be issued to the employee.

6.5 Additional Human Resources Policies

Equal Opportunities and the Anti-Bribery policies are included in the Appendices.



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Chapter 7: Procedures for Assuring Quality of Learner Resources and Supports

7. Policies & Procedures for Assuring Quality of Learner Resources and Supports

Policy Title	Assuring Quality of Learner Resources and Supports
Date Approved by Academic Council	April 2017

The Guidelines for Quality Assurance in European Higher Education Area (2015) states that Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and learner support are provided.

Setanta College Policy Statement

Setanta College will provide a coherent and integrated range of learning resources and learner supports. The College will encourage a culture of learning and learner involvement and will be responsive to the evolving needs of learners. All learning resources and supports will adhere to academic governance.

Quality of the learner learning experience and the quality of learning outcomes – the quality of the learner experience is key to the reputation of Setanta College and to attracting and retaining our learners. Delivering quality learning and teaching is at the heart of that experience.

In order to deliver this quality and meet the changing needs of our learners, Setanta College will need to continually revise the processes of designing, developing and delivering an enhanced learning experience and ensure that the technologies that enable these activities are robust, reliable and fit for purpose.

Setanta College runs its programmes on a modular basis. Learners progress towards an award by passing individual modules. Each module, appropriate to the year of the course, 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 workshops are 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.

The programmes are delivered through blended learning and online learning:

The nature of the on-line environment dictates that learners may study when and where they like. The modular system allows learners maximum flexibility in selecting their study pattern.

From their initial registration with Setanta College learners are provided with a range of supports and resources.

7.1 Student Handbook

On registration with the College learners receive a student handbook with information to help the learner with adapting to life as a learner with Setanta College. The handbook contains information on:

- The College Flexible and Distributed Learning System
- Assessment Procedures
- Marking System
- Contacting and inter-phasing with the College
- Contacting and inter-phasing with College Tutors
- Rules and Regulation regarding Assessment Completion
- Referencing Written Assignments
- Quality Assurance procedures.

7.2 Learner Skills Training

The training of learners to ensure they can maximise their learning experience is a very important learning support for Setanta College learners. It is the role of the Students Services Team and the Knowledge Management Team to ensure that relevant initial and ongoing training is provided once a learner has registered with the College.

Skills training for learners will involve information technology, e-learning study skills, time management, and advice on organising e-learning tasks.

7.3 The Workshops

At Setanta College a number of programmes face-to-face practical workshops. These help the learner experience a real life situation in coaching. Learners from different backgrounds get the opportunity to share their views on a wide variety of training related topics. For some modules there are two workshops, however for certain modules there are more. At the practical workshops the learner gets to know fellow learners working in similar circumstances and indeed learners from a broad range of sports. Sharing ideas and views is one of the key spin-offs of such workshops. In addition, all presenters are experts in their area and each presenter is above all, a coach first and foremost.

7.4 Student Services Team

A commonality across the research in Blended and is the importance of teacher presence and user support systems in the learning process. These supports are provided by Setanta College under the learner support services. In Setanta College the learner support consists of the tutors, student services officer and information technology support.

7.5 Tutors

Each module (for QQI accredited courses) has a tutor and assistant tutor. Tutor is the title used to describe part-time teaching staff. The role of the tutor is to ensure that course work is delivered and managed on a day to day basis. They are also experts in their area and can be contacted for any query about the module or course.

7.6 Student Services Officer

The Student Services Officer (SSO) is responsible for leading the day-to-day wellbeing and communications with students such that they have a positive experience with Setanta College. Delivering this will influence students to study with us over multiple modules/courses/years and during this time refer/recommend/talk favourably of Setanta College.

This position is a team member of the student services team and supports colleagues in the team and wider Company to deliver the strategy.

Responsibilities

- Maintaining student accounts and records of student learning and history
- Monitoring student activity and directing interventions when appropriate
- Managing and organising the conferring ceremonies and graduation
- Organising student services; orientation, learning resources and support, health, counselling, career guidance, equal opportunity, financial advice, research support
- Provides academic results notices and transcripts
- Liaising with College Registrar
- Preparing all necessary documents for the workshops
- Reporting to the module tutor any student queries
- Pursue students who have an outstanding balance on their account

7.7 IT Support

The Information Technology staff within Setanta College are there to provide support to learners who may be experiencing technical difficulties accessing content or communicating with staff or other learners.

7.8 Communities of Practice

Setanta College learners are encouraged to form communities of practice. Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

Setanta College learners and staff share a passion for sport and through interaction in the classroom and the virtual online educational environment they can discuss and share this passion promoting learning through sharing experiences and ideas. These Communities of practice are facilitated through the interactive discussion forum and social media platforms.

7.8 Interactive Discussion Forum

Each Module of a course will have a “Students Discussion Forum”. Learners are able to ask questions, raise issues or discuss the topic of study on an on-going basis among themselves. Module lecturers and tutors will be in a position to contribute to the debate when required and learners are able to share ideas on study topics as they deem fit.

7.9 Technology Resources

The technology underpinning any blended learning and e-learning environment is of pivotal importance to programme efficiency, user acceptance and satisfaction. Easy access to technology for both Setanta College trainers and learners is a prerequisite for successful delivery of any learning component. The College and in particular the knowledge Committee ensure that the technology used is of the highest quality possible standards.

7.9.1 Video Tutorials

Setanta College develops video content as a resource for learners, both for those who cannot physically attend workshops and for non-workshop programmes of study. Synchronous and asynchronous video delivery can be a very effective educational tool if used properly and is especially important in areas such as Strength and Conditioning and physical education where an integrated cognitive and psychomotor development is needed for successful learning. The College develops its video content using the highest quality standards in technical quality, professional content, educational usability and aesthetic quality.

It is the role of the knowledge officer and the knowledge committee to monitor and research best practice in the industry to ensure Setanta College remains a leader in providing the best possible technology solutions in blended and e-learning.

7.9.2 Setanta College e-learning – online video courses

Setanta College has developed a modern e-learning website for the ever growing online market of distance learners. This site offers a structured learning solution based around interactive and engaging video lessons created by the College lectures and information technology staff. Courses are subdivided into short video sections that are easy to digest, improve the learning experience and can be viewed incrementally on any device

any time of the day or night putting the learner in full control of their learning experience.

7.9.3 MOODLE

Setanta College uses the Moodle as its online learning platform. Moodle combines all the benefits of accessibility and flexibility inherent in online education with a high level of interaction between learners and their peers and between learners and their tutor.

It also provides programme management tools that enable tutors to provide learners with programme materials, discussion boards, virtual chats, online assessments, and a dedicated academic resource centre on the Web.

An online induction class of training is held for each course to facilitate use of the College Moodle system for studying, reading, completing questionnaires and uploading tasks and projects.

7.10 Additional policies for Student Services and Supports

The Learner Disability, Equal Opportunities and Health and Safety policies is included in the Appendices.



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Chapter 8: Management Information and Data

8. Policies and Procedures for Management Information and Data

Policy Title	Management Information and Data
Date Approved by Academic Council	April 2017

The Guidelines for Quality Assurance in European Higher Education Area (2015) state that Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

Setanta College Policy Statement

Setanta College will develop internal and public information systems that allow for the collection, processing, and use of information by staff so as to ensure the effective support and development of academic programmes and associated activities.

8.1 Learner Information Systems

Setanta College ensures that it keeps up to date learner information. This data includes personal details, contact information, continual assessment results, stages completed, subject choices and results, awards conferred and classification.

The database system is robust and comprehensive, capable of:

- Maintaining secure learner records for current use and historical review
- Providing reports required for internal quality management
- Generating data required for and compatible with QQI's systems
- Generating statistical and other reports to meet QQI information requirements

Obligations under data protection legislation should be complied with. This will include establishing data access controls, data backup systems and learner information material making clear what personal data will be required to be collected and for what purpose.

Administrative and information technology resources should be sufficient to ensure that the database is maintained securely and that data, particularly that relating to learner assessment, are accurate and complete.

8.2 Management Information Systems

Managing quality is only possible when relevant information is properly managed.

The College management information system enables necessary information to be stored and channelled to where it is needed when it is needed. It facilitates timely and accurate analysis and research by Setanta College on performance indicators and College objectives.

The information system also collects and makes available to QQI information relating to completion rates in accordance with QQI's *Provider Monitoring Policy and Procedures* and Section 45 (d) of The 2012 Act.

8.2.1 Data Protection and FOI

The College information systems are designed to enable compliance with data protection and (where applicable) freedom of information legislation.

8.3 Role of the IT Manager

The prime responsibility of information technology management with Setanta College resides with the IT manager/knowledge officer who has the following duties:

- Monitors, updates, upgrades the College web page.
- Monitors and completes a backup of College data on a weekly basis.
- Monitors the performance of the server and advises on upgrades.
- Completes a full maintenance check once a year.
- Manages our day to day information technology queries and issues.

8.4 The Knowledge Committee

In addition to the IT manager the knowledge committee of Setanta College has responsibilities for information management. The knowledge committee is a sub-committee of the Academic Council and has the following remit:

- To ensure that the College researches and monitors best practice in learning technologies.
- Prepare an annual research output activity report.
- Form a 'research ethics committee' when needed to approve learner and staff research projects with respect to ethical research practice.

- Encourage research dissemination through publication and joint collaborative efforts with education partners and College advisers
- Secure appropriate resources for research and knowledge based activity
- Host visiting academics and practitioners and facilitate methods that promote best research practice
- Encourage Programme tutors to continually update learning resources.

This role compliments the IT manager's role and he/she is a member of this committee with the College Registrar, the CEO and the Academic Director.



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Chapter 9: Public information and Communication

9. Policies and Procedures for Public Information and Communication

Policy Title	Public Information and Communication
Date Approved by Academic Council	April 2017

The Guidelines for Quality Assurance in European Higher Education Area (2015)
state Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

Setanta College Policy Statement

Setanta College will develop internal and public information systems that allow for the collection, processing, and use of information by staff so as to ensure the effective support and development of academic programmes and associated activities.

Setanta College provides information on its courses through the College website. Information provided outlines the following:

- Titles of each programme offered by Setanta College.
- Information about the relevant awarding body.
- If applicable the relevant level of qualification on the National Framework of Qualifications.
- Information on entry requirements, progression and transfer for each programme.
- Details for procedures for Protection of Enrolled Learners.
- Details of fees and methods of payment, and refunds.
- Details on Quality Assurance for Transnational and Collaborative programmes where applicable.
- Details of component modules, programme duration, and assessment methodologies, and the target market.
- Where a programme has recognition or accreditation from a professional body or is delivered in partnership with another institution this information is also included.

- Details of English Language requirements for applicants whose first language is not English.
- Contact details for further queries relating to details of the programme.

All information is compiled by the College Registrar and approved by the senior management team prior to release and is in line with QQI guidelines and relevant legislation. Where information or logos of a professional body are being utilised within the literature or website, approval is sought from that third party in advance.



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Chapter 10: Monitoring and Periodic Review of Programmes

10. Policies and Procedures for Monitoring and Periodic Review of Programmes

Policy Title	Monitoring and Periodic Review of Programmes
Date Approved by Academic Council	April 2017

The Guidelines for Quality Assurance in European Higher Education Area (2015)

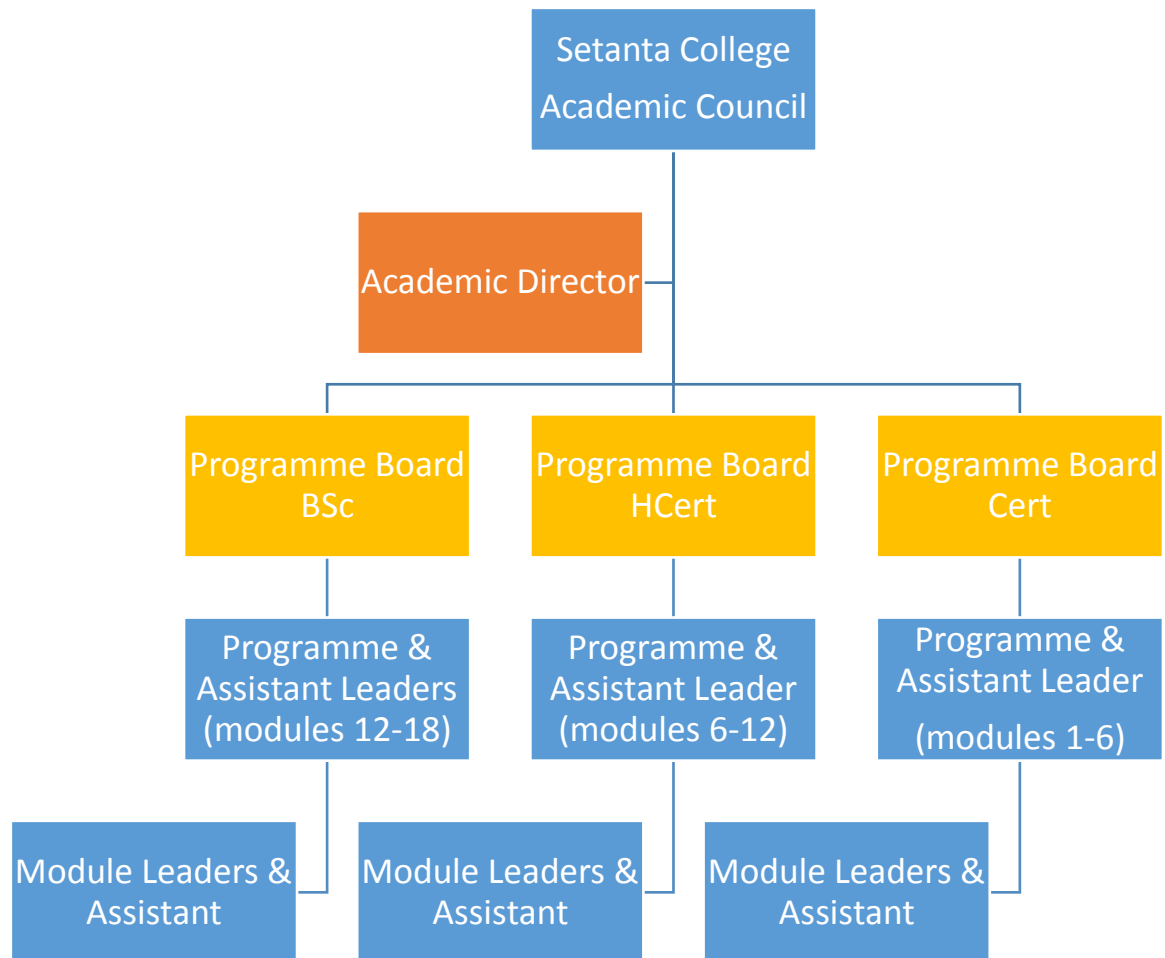
state Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of learners and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

Setanta College Policy Statement

Setanta College will develop and deliver programmes that are well-structured, relevant to the needs of learners, industry and the professions, and that reflect the standards set out by the National Framework of Qualifications; the College will maintain and implement formal, documented mechanisms for the ongoing monitoring and review of all programmes.

Once a programme has been established Setanta College have comprehensive monitoring and review processes for its programmes. These are outlined and presented in figures on the following page.

10.1 Academic QA Management Structure



10.2 Roles and Responsibilities

10.2.1 Academic Council

This committee plays the central role in all aspects of the College's quality assurance principles. Its functions include:

- Approves the programme, its regulations and its quality assurance processes.
- Approves the moderation and programme evaluation, review and auditing system for approved programmes.
- Monitors the reporting and recording of learner achievement.
- Monitors staff performance continuing professional development.
- Reviews learner number and education trends against performance goals.
- Recommends policy for the selection, admission and retention of learners.

- Manage the programmatic and institutional review process.

The Council comprises the Academic Director, the College Registrar, the CEO, Programme board leaders, learner representative (s) and Academic Council Chair.

10.2.2 Academic Director

The Academic Director has responsibility for the overall academic leadership of all Setanta College Programmes and sits on the Academic Council and Programme Boards to provide leadership on all matters relating to delivery, content and assessment of Setanta College programmes.

10.2.3 Programme Boards

A Programme Board has the primary responsibility for operating, monitoring and reviewing approved programmes.

The functions include;

- Advising the Academic Director on matters relating to operation of an existing programme.
- Capturing data on programme, learner and tutor feedback and on learning, delivery, assessment and evaluation.
- Building a knowledge base of the programme used for programmatic review purposes
- Responsibility for the revision of programme curriculum and modifications in programme structure and programme documentation as appropriate and incorporating approved minor modifications.
- Identifying areas for major improvement and plans for making proposals to accrediting agencies for programme modification.
- Responsibility for carrying out the Critical Self-Study of the programme and the preparation of revised documentation and other tasks in relation to this.

10.2.4 Programme Leaders

- To attend Programme Board and Academic Council Meetings each year.
- To attend and review 3 module workshops throughout the academic year.

- To meet lead module tutors for the programme once per year.
- To complete a Programme Review Report for their programme for the 2nd Programme Board (November) of each year.

Report Headings:

- Overall Programme Review Report
 - Learner numbers
 - Learner Grades
 - Retention
 - Any issues regarding the programme
- Individual Module Reports
 - Learner feedback – compiled from learner surveys administered by Registrar
 - Review of module and Programme Learning Outcomes with individual module tutors
 - Review of module workshops
 - Review of programme and module assessments with individual module tutors
- Proposals for CPD for tutors within the programme.

10.2.5 Assistant Programme Leaders

- To attend both Programme Boards each year
- To assist the Programme Leader in the above duties
- To attend and review 3 module workshops throughout the year.

10.2.6 Module Lead Tutors

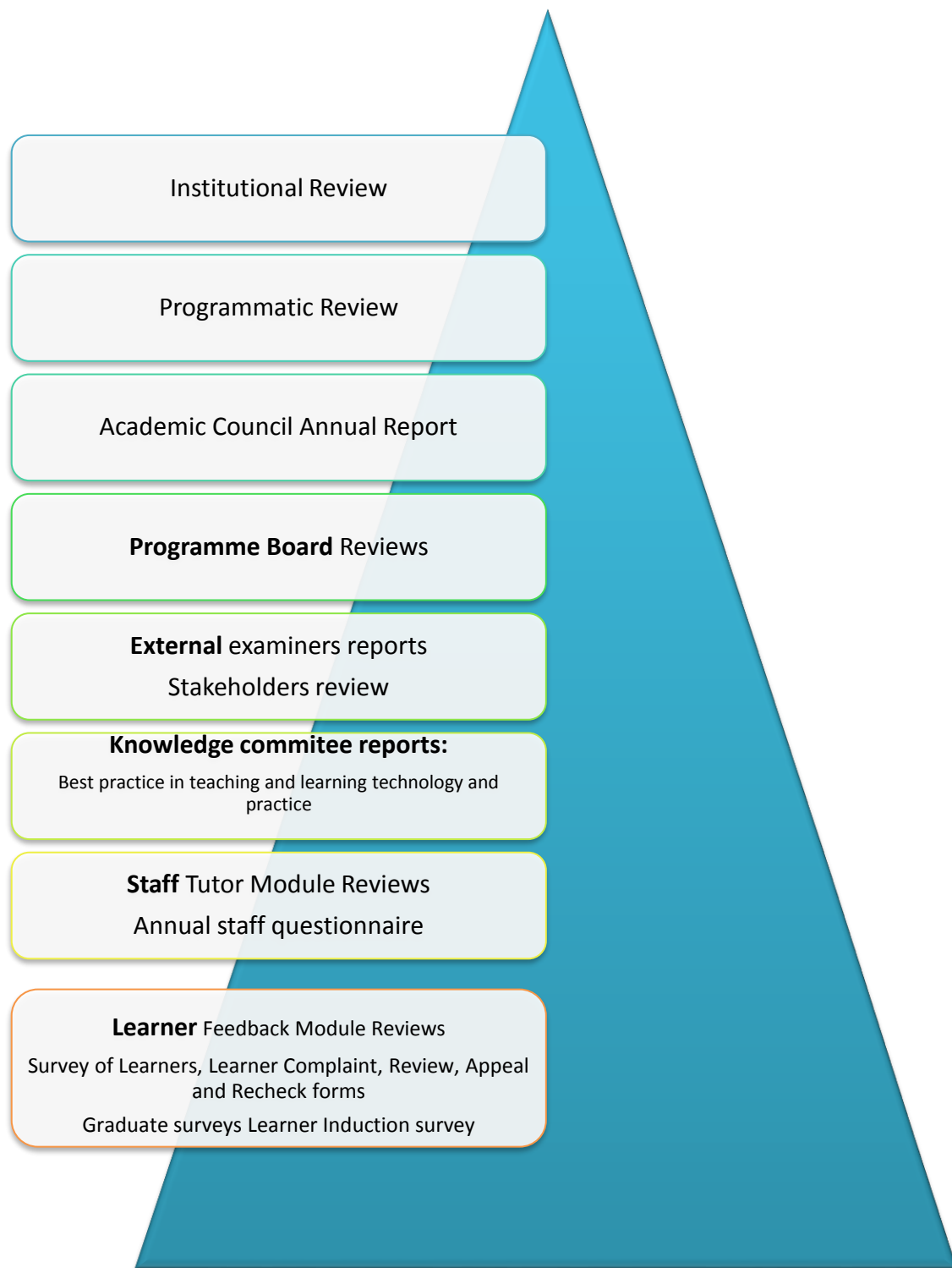
- To complete module review form as provided by Registrar

The module review will cover the following:

- Review of learning outcomes
- Review of module content
- Review of module delivery and assessment
- Review of workshops
- To meet with Programme Leaders to review and discuss module

10.2.6 QA Calendar of events

Academic Council Meeting	Twice a year and after exam boards
Programme Board Meetings	Quarterly
Workshop Reviews	Ongoing
Programme Board Reports	November at Board Meeting
Module Tutors and Academic Director Meeting	Ongoing



10.2.7 Setanta College Academic Review structure

10.3 Programmatic Review

Each programme conducted by the College is subject to periodic review, normally on a five yearly cycle as part of an overall College Programmatic Review. This Programmatic Review Event is an opportunity for the College to fundamentally re-appraise the prospectus programmes it runs and to make major modifications to them where considered appropriate.

The specific objectives of a programmatic review are to:

- Analyse the effectiveness and efficiency of each validated programme, including details of learner numbers, retention rates and success rates.
- Review the development of the programme in the context of the requirements of employers, industry, professional bodies, the Irish economy and international developments.
- Evaluate the response of Setanta College to market requirements and educational developments.
- Evaluate the feedback mechanisms for learners and the processes for acting on this feedback.
- Evaluate the physical facilities and resources provided for the provision of the programmes.
- Evaluate the formal links which have been established with industry, business and the wider community in order to maintain the relevance of its programmes.
- Evaluate feedback from employers of the programmes' graduates and from those graduates.
- Review any research activities in the field of learning under review and their impact on teaching and learning.
- Evaluate projections for the following five years in the programme(s)/field of learning under review.

QQI Programmatic Review Process

As per QQI recommendations, all programmes within a suite/field of learning/discipline area are reviewed as part of a programmatic review, irrespective of whether or not the original validation period has expired for all programmes. This helps synchronise programmatic review activity and ensure greater consistency across and between related programmes in terms of teaching and learning methodologies, assessment etc. The terms of reference for each programmatic review are agreed in advance with QQI before the process starts.

The programmatic review process can be broadly divided into two major phases which are described in the following sections.

QQI Programme Review Self Evaluation

During the self-evaluation phase Setanta College reflects on its objectives and critically analyses its activities and how these lead to the achievement of these objectives. It requires an analysis of all functions, resources, services and administration as they impact on the provision of the programme. The end result of the self-evaluation phase is the production of a Self-Evaluation Report (SER). A review coordination team is established consisting of the programme coordinator, a senior manager and a Tutor and this team is responsible for co-ordinating all aspects of the self-evaluation phase and producing the SEF. The SER should contain information on the programme(s) being evaluated including:

- A statement of the programme's strategic objectives
- A review and critical analysis of the quality systems and processes which are in place to enable the achievement of its objectives
- The views of teaching staff, past and current learners, administrative staff servicing the programme, views of other staff that have any association with the programme or those involved with/on the programme.
- An analysis of the programme's strengths and weaknesses.
- The identification of potential opportunities and threats, together with the possible actions to be taken.

- An analysis of the success of the programme to date, including access statistics, performance of learners at each stage (including grade profiles and trends), completion rates by stage, graduate performance etc.
- The identification of resources required for the delivery of its programmes.
- A review of reports from programme boards and learner feedback forms.
- A review of employment/advancement opportunities for learners.
- A review of the teaching, assessment and learning strategy for the programme.
- A review of the assessment strategies for each programme.
- A review of its links with employers, industry, professions, the business and wider community.
- Details of programme changes proposed and the rationale behind the changes.
- A review of all modules included in the programme(s) under review.
- Draft programme schedules, incorporating the proposed changes.

The review coordination team gather information relating to the areas above by consulting with:

- The lecturing team
- Minutes of programme boards and exam boards
- Learners on the programme
- Graduates of the programme (and their employers)
- Similar programmes delivered by other institutions
- External examiners
- All relevant staff within Setanta College
- Statistical reports relating to the programme relating to admissions and examinations

The draft SER is produced by the review coordination team and circulated to the lecturing team for feedback. The Programme Team reviews the final draft before it is submitted to the Academic Council for consideration. Once approved, the process moves into the external phase.

QQI Programmatic Review Peer Review

An independent Peer Review Group (PRG) is set up comprising experts from relevant fields of learning. These experts should be capable of making national and international comparisons with regard to the specific suite of programmes. At a minimum, it comprises the following:

- Chairperson – experienced in higher education and training; preferably with knowledge of programmatic review
- a secretary
- academics (minimum 2) experts in relevant field of learning
- representatives from industry or a relevant profession
- a learner representative
- a QQI representative if appropriate

It is essential that the panel members are free from any real or apparent conflicts of interest. The panel is agreed in advance with QQI along with the terms of reference.

The functions of the PRG include

- Studying the SER.
- Visiting the provider to meet with teaching staff, learners (past and present where possible), administrative staff, employers and any other category of internal and external stakeholders.
- Clarification and verification of details in the SER.
- Consideration of proposed programme changes in the context of all other information provided and recommending acceptance or otherwise of the proposals.

- Consider the quality assurance arrangements which affect the programmes under review.
- Presenting its findings at the end of the visit.
- Preparing a report on the findings of the PRG, to include recommendations for the provider in respect of the suite of programmes under review.

The programmatic review report produced by the PRG addresses the quality of the provision and makes recommendations for improvement and/or change based on a combination of the SER and findings during the site visit and meeting with relevant stakeholders. It also includes a recommendation positive, negative or conditional, in respect of the continuing validation of the programme. The report should specify the duration of the revalidation recommended, not exceeding five years.

QQI Programme Review Implementation Plan

A formal response to the report and an implementation plan is prepared by the College. The implementation plan addresses the findings and recommendations in both the SER and in the report of the PRG. It contains specific achievable actions with measurable outcomes and the date by which outcomes should be realised. Where necessary, specific detail on the phasing in of changes proposed and in particularly transitional issues should be addressed. This document and the programmatic review report is used by QQI to monitor the programme and Setanta College.

The programmatic review report, implementation plan and a formal request for validation is forwarded to QQI for approval. The SER and peer review reports, together with the related implementation plans are published at this stage.

10.4 Academic Council Annual Report

The Academic Council will publish a comprehensive annual report which will incorporate all academic issues raised throughout the year. This report will be informed by the following:

- programme board reviews
- external examiners reports
- stakeholders reviews

- Knowledge Committee report on best practice in Blended and e-learning
- Knowledge Committee report on industry analysis and development in Strength and Conditioning and relevant national and international educational programmes
- Academic Affairs Report
- Tutor module reviews
- Annual staff survey
- Learner module reviews
- Learner surveys and graduate surveys

This annual report will provide important information for the programmatic and institutional review processes.

10.5 Annual Programme Reviews

Setanta College holds Annual Programme Reviews at the end of the academic year or, for programmes of less than one year duration, at the conclusion of a programme. The review shall be a critical self-evaluation of the programme. It will be conducted by the relevant programme board.

The review process will be based on information collated and presented by the College tutors relating to their modules, as appropriate. This information may include:

- Learner feedback, as gathered by the individual tutors.
- A module overview from the tutor.
- A programme overview from the tutor.

Tutor review meetings held twice a year.

- An analysis of the relevant facilities, resources and materials available for the module/programme.

In addition, the review shall consider issues that have arisen at learner feedback and Programme progress meetings, and at programme boards.

The review should also be informed by the most recent available statistics relating to the programme, which may include:

- Application data for that academic year, and trends over previous years.
- Enrolment details for that academic year, and trends over previous years.
- Attrition rates for each year of the programme, and between years and award levels.
- Learner demographics (showing age, gender, nationality and learner preferred sport).
- Failure rates for each module and year of the programme.

The review of a programme should be further informed, where applicable, by:

- External examiner reports.
- Graduate feedback reports.

Conclusions arising from the Annual Programme Review should be documented by the Academic Council. A written annual report and relevant data and supporting documentation should be copied to the Academic Director and be a key input to five yearly

Programmatic Reviews. The content of the annual report should reflect both the purpose of Programme Boards and the range of topics addressed in Programmatic Reviews.

10.6 External Examiners Reports

Following the assessment/examinations, the External Examiner shall provide a report to the Academic Director or his/her nominee of the College on the standard form provided by the College.

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.

The College Registrar shall provide a copy of the External Examiners report to the Academic Council, and invite written comments and details of any proposed action to be taken, on foot of the External Examiners report.

The College Registrar shall forward a copy of these comments and details of proposed action to the External Examiner in order to provide feedback to him/her. The College Registrar shall also forward these to the Academic Council.

On completion of his/her term of office the External Examiner shall submit a general report to the Academic Director or nominee on his/her opinion of the standards of the course/programme and learner performance.

10.7 Stakeholders/Partners Review

The partners of Setanta College will be surveyed each year. This survey is administered through survey monkey and it is the responsibility of the Academic Council to ensure this survey is undertaken each year. This survey serves as an important review of the relationship between the partners and Setanta College and offers the opportunity to assess areas of improvement and development in the relationship.

10.8 Knowledge Committee Reports

The Knowledge Committee is responsible for researching and monitoring developments in technology in education, and Flexible Distributed Learning. It also monitors best practice in delivery of Strength and Conditioning programmes nationally and internationally. It produces two reports each year under one each under these areas and presents these reports to the Academic Council. These in turn will feed into strategy and future development of Setanta College.

10.9 Annual Staff Questionnaire

The annual staff questionnaire seeks staff opinions on management, strategic planning, communication, promotion and resources of the College. This information is used by Senior Management and the Academic Council to improve the quality of the services delivered by the College.

10.10 Staff Reviews

Teaching staff in Setanta College under several reviews throughout the year. These reviews are to assure quality of delivery and are a collaborative process between the Academic Director and the staff members. These reviews involve a:

- Tutor Self Review
- Peer Review
- Workshop Review

Tutor Self Review

Each Tutor will review their module/s once year they will highlight areas of improvement in the module and areas they felt they as a tutor must improve.

Peer Review

Tutors who are new to Setanta College may 'shadow' an experienced tutor for a period of time and deliver material in partnership with that tutor. They will then be given constructive feedback from the tutor on their delivery style and method.

Workshop Review

The Academic Director occasionally attends workshops being delivered by tutors and will provide constructive feedback to the tutor.

This three review processes will feed into the annual staff review conducted by the Academic Director.

10.11 Learner Feedback

Learners in Setanta College provide feedback to the College in the following ways. These surveys are administered through Survey Monkey and it is the responsibility of the Academic Council to ensure these are undertaken each year.

Module Reviews

Each learner will review each module on completion of the module. The review will ask the learner their opinion on module content and delivery.

Survey of Learners

Learners will also be surveyed once a year regarding their opinions on the administration and any other issues relating to their experience as a learner in Setanta College.

Graduate surveys

Graduates of Setanta College are surveyed to give their opinions on their experience with the College these responses are an important part of the continuing development of Setanta College.

In addition to these surveys feedback is also obtained through the College complaints, review and recheck process administered by the College Academic Affairs Committee.

Learner Complaint, Review, Appeal and Recheck forms

The Academic Affairs Committee of Setanta College deals with any Learner complaints reviews or appeals. The academic affairs committee will include a report on these in its annual report to the Academic Council.



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Chapter 11: External Quality Assurance

11. Policies and Procedures for External Quality Assurance

Policy Title	External Quality Assurance
Date Approved by Academic Council	April 2017

The Guidelines for Quality Assurance in European Higher Education Area (2015) state Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

Setanta College Policy Statement

Setanta College will develop and deliver programmes that are well-structured, relevant to the needs of learners, industry and the professions, and that reflect the standards set out by the National Framework of Qualifications; the College will maintain and implement formal, documented mechanisms for the ongoing monitoring and review of all programmes.

11.1 Institutional Review

A core element of contemporary quality assurance practice is external review of the institution as a whole. In Ireland a statement of the common approach to this function across the higher education sector is expressed in the *Principles for Reviewing the Effectiveness of Quality Assurance in Irish Higher Education and Training* developed by the Irish Higher Education Quality Assurance Network.

All providers offering QQI awards are subject to external quality assurance review of their institutions.

The following College procedures are based on and extracted from QQIs Policy on Institutional Review of Providers of Higher Education and Training (2007).

11.1.1 Objectives of institutional review

Institutional review is intended:

- to enhance public confidence in the quality of education and training provided by the institution and the standards of the awards made;
- to assess the effectiveness of the quality assurance arrangements operated by the institution;

- to confirm the extent that the institution has implemented the National Framework of Qualifications and procedures for access, transfer and progression;
- to evaluate the operation and management of delegated authority where it has been granted;
- to provide recommendations for the enhancement of the education and training provided by the institution;
- to contribute to coherent strategic planning and governance in the institution.

11.1.2 Institutional review process

The review will consist of the following six phases:

- QQI sets terms of reference following consultation with institution;
- Self-study by the institution;
- Visit by expert panel appointed by QQI and written panel report;
- Institutional response including implementation plan;
- Panel report and response published;
- Follow-up report submitted by the institution.

Setanta College underwent Institutional Review in 2012. The review was carried out through the HET Awards Council review process. The Review reports including the response of the institution can be found below.

The Review Team were as follows:

Chairperson: Anne Breakell, Former Vice President, Academic and Administration, at the National College of Ireland (NCI)

Secretary: Danny Brennan, Former Registrar of Letterkenny Institute of Technology

Hugh Sullivan, Former Education Officer in the Trinity College Dublin Learner's Union and the Union of Students in Ireland (USI). Recently awarded a Master of Arts in International Higher Education from the University of Nottingham.

Tina O'Dwyer, Quality Assurance and Training Consultant, currently contracted by the Irish College of Humanities and Applied Sciences (ICHAS) where she was

formerly employed as Head of Quality & Standards. Previously held the position of Registrar at HSI Limerick Business School.

Dr Brendan Finucane Former Executive Director of Enterprise Ireland, Member of the Royal Dublin Society Science and Technology Committee , Director Birr Scientific and Heritage Centre and Hon Sec Dublin Scientific Club.

Nigel Flegg Former Director of Newpark Music Centre, currently conducting further research into educational leadership and working for the College on a consultancy basis with responsibility for review processes and quality management.

The following milestones were agreed:

Relative timeframe	Actual Date	Milestone
Approx. six months before Panel visit	June 2012	Terms of Reference set following consultation with College and post on HETAC website
Approx. ten weeks before site visit	27 August 2012	Submission of Self-Evaluation Report (SER) and other supporting documentation
Approx. three weeks before site visit	18 October 2012	Advance Meeting between Chair, Secretary and College
Panel Visit	12-14 November 2012	Site visit by external peer review panel (two-three days approximately as determined by TOR) Preliminary (oral) feedback on findings
Approx 12 weeks after visit	26 February 2013	Final report on findings of panel sent by QQI to College

Six weeks following receipt of 22 March 2013 final report		Response by College to QQI including plan with timeframe for implementation of any changes
Next available QQI interim advisory group meeting	11 April 2013	Consideration of report and College response by QQI interim advisory group. Publication of report, response and SER on website once adopted
Twelve months after adoption	April 2014	Follow up report by College to QQI on implementation of recommendations

Summary Report & Review Reports can be found on the QQI website and links to these reports are attached below:

[Terms of Reference](#)

[Self-Evaluation Report](#)

[Final Report](#)

[Response from Provider](#)

[Progress Report](#)



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Chapter 12: Procedures for Assuring Quality for Transnational, Collaborative and
Joint Awards

12. Policies & Procedures for Assuring Quality of Transnational and Collaborative Provision

Policy Title	Assuring Quality of Transnational and Collaborative Provision
Date Approved by Academic Council	April 2017

QQI Policy on Transnational, Collaborative and Joint Awards:

The general HET standards, policy and criteria apply to collaborative programmes and transnational programmes that lead to awards made by QQI or by a recognised institution under delegated authority or joint awards made by the aforementioned with others. The QQI policy for collaborative programmes, transnational programmes and joint awards (Revised, 2012), supplements and does not supplant the general standards, policies and criteria. Subject to the Qualifications and Quality Assurance (Education and Training) Act (2012) QQI will accredit or jointly accredit (with other authorities) collaborative programmes and transnational programmes and make and recognise joint awards.

Setanta College Policy Statement

The College does not intend in the foreseeable future to engage in Transnational, Collaborative or Joint Awards. If the College's policy should change it will inform QQI and establish all the relevant Quality Assurance policies and processes as guided by QQI.

12.1 Definitions

QQI's Policy for Collaborative Programmes, Transnational Programmes and Joint Awards (2012) provide the following definition of Collaborative, Transnational provision and Joint Awards.

Collaborative provision: refers to two or more providers being involved by formal agreement in the provision of a programme of higher education and training.

Transnational provision: refers to the provision or partial provision of a programme of education in one country by a provider that is based in another country

Joint Award: refers to a higher education qualification issued to a learner jointly by two or more institutions. The award is made on the basis of a study programme developed and/or provided jointly by the higher education institutions.

12.2 The College Principles

While currently the College does not intend to engage in collaborative, transnational or joint awards it has developed the following principles to guide future decisions in this regard.

Setanta College will only contemplate transnational provision

- within the framework of a clear, realistic, and periodically reviewed organisational strategy for doing so;
- where arrangements for provision are financially sound and would not significantly diminish capacity to provide already established validated/accredited programmes;
- where the learning environment can be sufficiently well resourced to enable learners to comfortably attain the intended learning outcomes which should be in compliance with QQI awards standards.

The following principles will govern all potential transnational programmes and collaborative programmes involving Setanta College:

Principle one: The proposed programme fits with the College's mission and Vision.

Principle two: The proposed programme has a clear business justification that demonstrates sustainability.

Principle three: The College has primary responsibility for the quality assurance of their provision, wherever or however it is offered, including having in place appropriate policies, procedures and supports for staff engaging in collaborative and transnational activity.

Principle four: The College will ensure that learners enrolled on collaborative and transnational programmes receive an equivalent learning experience to that of learners studying at its primary campus in Ireland.

Principle five: The College will give due consideration to the academic support and care of learners, and to learner representation on appropriate institutional bodies/groups.

Principle six: The College will respect the rights of their staff, learners and partners in all their joint ventures, recognising that its decisions to collaborative and transnational higher education programmes may involve ethical considerations.

Principle seven: The College will gain institutional approval and develop and maintain quality assurance processes for collaborative and transnational provision which include the conduct of appropriate due diligence checks and ongoing monitoring and review.

Principle eight: All collaborative programmes will operate within a legally binding agreement in an environment of transparency, trust and mutual respect and will ensure the adequate protection of learners.

12.3 Approval from QQI

The College Registrar is responsible with informing and seeking agreement from QQI to proceed with the development of a transnational programme. The Registrar will provide QQI with any information they require to grant approval for the College to proceed further.

Where Setanta College propose to deliver the programme on site in another country, the establishment of Quality Assurance will involve the relevant QA agency in that country. This will involve the establishment of appropriate arrangements for external quality assurance in that country, QQI will seek to verify the establishment of such an arrangement.

12.4 Flexible and Distributed Learning in Setanta College

Setanta College consistent with its mission and strategy develops and delivers Flexible Distributed Learning programmes to students in Ireland and abroad. Those students recruited abroad do not constitute International students as defined by the Higher Education Authority.

An international student as defined in the Qualifications and Quality Assurance (Education and Training) Act 2012. It states an “*international learner*” means a person who is not an Irish citizen but is lawfully in the State primarily to receive education and training”.

These students recruited outside of Ireland will be provided with the same support services and teaching and learning environment as those students based in Ireland. It is the role of the Registrar's office and the College students support services to ensure all appropriate admission criteria and students supports are provided to all Setanta applicants and learners. The College policies and processes for FDL are outlined in chapter 13 of this manual.



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Chapter 13: Procedures for Quality Assurance of Flexible and Distributed Learning

13. Policies & Procedures for Assuring Quality of Flexible and Distributed Learning

Policy Title	Assuring Quality of FDL
Date Approved by Academic Council	April 2017
<p>QQI has not yet established explicit guidelines on distance education and training¹⁴. In the interim providers are referred to the following:</p> <p>The Quality Assurance Agency for Higher Education (UK) <i>Code of practice for the assurance of academic quality and standards in higher education: Collaborative provision and flexible and distributed learning</i>.</p> <p style="text-align: center;">Setanta College Policy Statement</p> <p><i>The College has a clear strategy to establish Flexible and Distributed Learning programmes which are consistent with the Colleges vision and mission. These programmes are developed and managed from an Organisational, Programme and Learner context to conform to the highest international standards.</i></p>	

13.1 Introduction

Definition of FDL

A programme or module that offers a wholly at a distance, on-line, or blended learning experience, rather than requiring the learner only to attend classes or events at particular times and locations. Typically, it may not involve face-to-face contact between learners and tutors but instead uses technology such as the internet, intranets, broadcast media, CD-ROM and video, or traditional methods of correspondence -learning 'at a distance'. In its application of FDL Setanta College uses some of the following:

Learning materials in hard or electronic copies	Lecture notes can be provided as hand outs during workshops or placed on College CMS
Virtual learning spaces and forums	The College uses the Moodle as its Course Management System this allow

¹⁴ QQI published a white paper on FDL for consultation in December 2015. Setanta College will update its policies and procedures once relevant QQI [policy is published.

	for the creation and management of learning spaces and forums
Webinars	The College uses webinars both synchronous and asynchronous across a number of its modules
Online activities to support formative assessment	The College uses a range of activities to support formative assessment, including online coaching journals, Multiple Choice Questions based on text and video with follow up feedback.
Block study	For the MSc delivered in partnership with LIT and USW the College uses block study weeks during some of the modules
Assessment submitted, marked and returned to learners with feedback through electronic or other media	The College uses the Moodle CMS and Turnitin assessment/plagiarism software to provide formative feedback to learners.

Setanta College's policies and procedures for FDL are informed by QQI policies and white papers¹⁵ and represent a synthesis of existing publication as listed below and by best international practice:

- Quality Assurance Agency for Higher Education in the UK (QAA)
- European Association of Distance Teaching Universities (EADTU)
- The Open University (OU)
- The Open and Distance Learning Quality Council (ODLQC)
- European Association for Quality Assurance in Higher Education (ENQA)

13.2 Assuring Quality in a Flexible and Distributed Learning Environment

¹⁵ QQI white paper on FDL published December 2015

The mission of Setanta College's Flexible and Distributed Learning (FDL) approach is to provide a pedagogically sound content delivery mechanism which serves learners and faculty needs, while conforming to best international standards.

Assuring Quality of FDL in Setanta College can be categorised under the following contexts organisational, programme and learner experience. Under each of these contexts the Colleges relevant policies and procedures are outlined as well as indicators which the College uses for Quality Assurance.

13.2.1 Flexible and Distributed Learning in an organisational context. Setanta College's Strategic Approach and Indicators for FDL provision

The vision for Setanta College is to be the world's best provider of Strength and Conditioning education. An integral component of this strategy is to provide the organisational supports for an FDL infrastructure based on best international practice. This strategy is implemented at functional and programme level with accountable roles identified to ensure effective and efficient implementation. The College has appointed a leading specialist in FDL instructional design to work with the programme team and the Academic Director to design material and processes of the highest standard.

All policies and procedures of the College are fit for purpose in the context of FDL and all the necessary resources are researched and allocated to ensure the additional costs of FDL provision are taken into account.

Human Resources Indicators for FDL

The College's Human Resources recruitment processes for the appointment, training, monitoring and professional development of staff are specific to FDL provision: These include:

- Induction of all staff into the College FDL provision

Once an employee has been inducted and introduced to their new colleagues they will be provided with a written document outlining the current procedures for editing and video production, supplemented with video tutorials. They will get on-site training on all equipment and the current video production process.

- Continual training of staff in FDL provision

To insure brand consistency, the Multi Media Developers will create a series of design templates to be used for both promotional and lecture course material. These templates will be made available to lectures for presenting at their practical workshops. To insure the proper use of these design templates an online live recorded webinar will be carried out. This will be hosted by an MMD to inform the lectures of their correct use. The recorded webinar will be made available to lectures for future reference. An instructional “How to” manual on how to host a live webinar is also made available to lectures. This is located in an online shared folder, should they be required to host their own live webinars for learners.

- The recruitment of specialist staff with academic, technical and professional expertise in Teaching, Learning and Assessment appropriate to FDL.

Information Technology Indicators for FDL

It is the College’s Knowledge Committees (a sub-committee of the Academic Council) responsibility to ensure the College’s hardware, software and platform is of the highest caliber to ensure the delivery of FDL. This committee must research best international practice and report to the Academic Council each year. The specialists within the Knowledge Team (instructional design specialists, IT specialists) also continually monitoring and engage in professional development on emerging technologies and act as IT knowledge advocates for the organisation.

The College uses effective anti-plagiarism processes and software ensuring that the authenticity of learners work.

The information Technology of the College is constantly tested for reliability and security and updated and appropriate contingency plans are in place should there be a failure in the FDL systems. This is the responsibility of the Knowledge Management Team.

The Knowledge Management Team works closely with academic staff to establish the criteria of the successful delivery of teaching, learning and assessment opportunities, these are updated as required based on best practice.

Review of FDL delivery

The performance of FDL provision is also reviewed continually through the College QA review processes based on the above criteria and any emerging issues are referred to the College Registrar and Senior Management Team.

An observational study on user experience and content navigation will be carried out at chosen workshops and webinars to gather valuable information used to update content layout and learner engagement. Some on-site surveys may also be handed out at this time for course content feedback. Scorm package is a zip file uploaded to Moodle that contains the lecture content player. This can also be used for analysis on learner use of the lecture media player. Some metrics that can be taken from this are completed lectures and quiz results.

The Knowledge Committee report which is presented to the Academic Council each year, presents emerging technologies and best practices in FDL as well as a synthesis of learner, stakeholder and staff feedback for the College review processes specific to FDL. This report will also include analytics on learner engagement from the College Virtual Learning Environment software.

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13.2.2 Flexible and Distributed Learning in a programme context.

General Indicators for FDL in a Programme Context

Setanta College recognises that the processes and tasks involved in assuring quality in designing programmes, in preparing learning materials and in delivering those programmes in an FDL environment is radically different from those employed in traditional educational settings.

The College ensures that the learner experience of Flexible and Distributed Learning environment is at least equal to that of directed learning and the technology and learning materials to support this are of the highest standards through:

- Developing learning materials that is academically sound, engaging and graphically appealing;
- Encouraging close collaboration between the Academic Director, programme tutors and the knowledge team;
- Continually reviewing learning materials and resources to ensure they are relevant, up to date and fit for purpose.

- Developing assessment strategies that include opportunities for learners to engage in formative activities that will check and reinforce learning in FDL.

Quality in Instructional Design

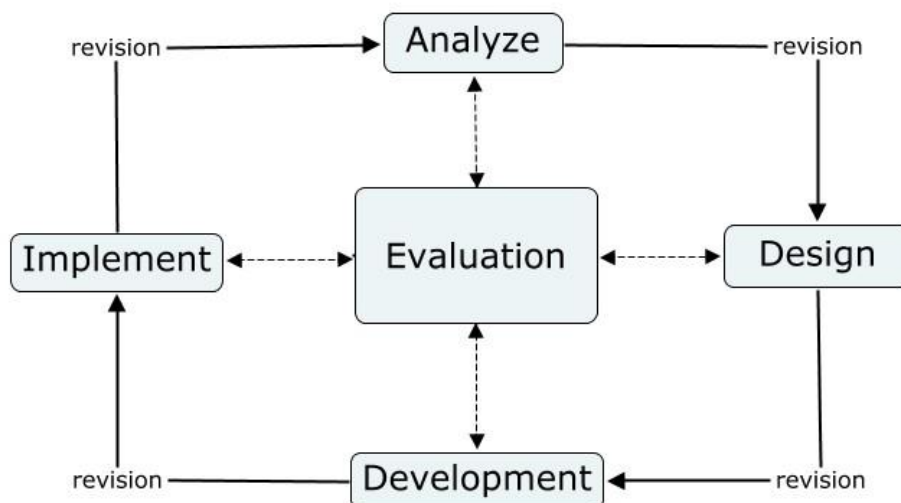
The process whereby academic content is transformed into dynamic, interactive web-enabled learning content is called the instructional design process, and this is carried out by the knowledge officer and programme team.

Research in FDL provides the following principles in instructional design:

1. Learning is promoted when learners are engaged in solving real world problems.
2. Learning is promoted when existing knowledge is activated as a foundation for new knowledge.
3. Learning is promoted when new knowledge is demonstrated to the learner.
4. Learning is promoted when new knowledge is applied by the learner.
5. Learning is promoted when new knowledge is integrated into the learner's world.

These principles are applied in the College Instructional design process.

The College applies the following ADDIE model in instructional design. This acronym stands for the 5 phases contained in the model (Analyze, Design, Develop, Implement, and Evaluate). It is a dynamic and interactive model and is used by Setanta College to encourage stakeholder input at all stages. Stakeholder involvement is seen as a very important element in the Setanta College instructional design process.



Analysis – The first phase of content development begins with Analysis. Analysis refers to the gathering of information about one’s audience, the tasks to be completed, and the project’s overall goals. The instructional designer then classifies the information to make the content more applicable and successful.

Design – The second phase is the Design phase. In this phase, instructional designers begin to create their project. Information gathered from the analysis phase, in conjunction with the theories and models of instructional design, is meant to explain how the learning will be acquired. For example, the design phase begins with writing a learning objective. Tasks are then identified and broken down to be more manageable for the designer. The final step determines the kind of activities required for the audience in order to meet the goals identified in the Analysis phase.

Develop – The third phase, Development, relates to the creation of the activities being implemented. This stage is where the blueprints in the design phase are assembled.

Implement – After the content is developed, it is then implemented. This stage allows the instructional designer to test all materials to identify if they are functional and appropriate for the intended audience.

Evaluate – The final phase, Evaluate, ensures the materials achieved the desired goals. The ADDIE model is an iterative process of instructional design, meaning at each stage, the designer can assess the project's elements and revise them if necessary. This final

phase is vital for the instructional design team because it provides data used to alter and enhance the design.

Procedures for Assuring the Quality of Online Content

The Knowledge Management Team (KMT) consists of a Knowledge Officer (KO), an Instructional Developer (ID) and a Multimedia Developer (MMD) and is responsible for the creation of all online course materials. The KMT adhere to the guidelines of the QA manual but will go into detail with specific online content procedures. The goals of the KMT department are to:

- Maintain the quality of the academic materials
- Develop more engaging study materials to enhance the cognitive capacity of the student
- The KMT will continually track and document the processes and procedures that have been put in place to guide course development to ensure efficiency and clarity to all staff involved in the content development process.
- Training and information documents, which explain the andragogy basis of course design and how it relates to the course development process
- Setanta College style guidelines, which explain the design and technical specifications that have been created for all Setanta College courseware.
- Course-specific templates, which document guidelines for course development
- Processes and procedures are the key to ensuring a robust, quality-focused development process is the establishment of processes that focus on responsibility and accountability. Each person within the course development team is responsible for a specific, clearly defined set of tasks. Each process is clearly defined on the course schedule tracker the person responsible and the date on which it was scheduled for development and completion. See sample course schedule tracker in Appendix 7:

The development process is broken into four phases as shown in Figure below:



Module Planning

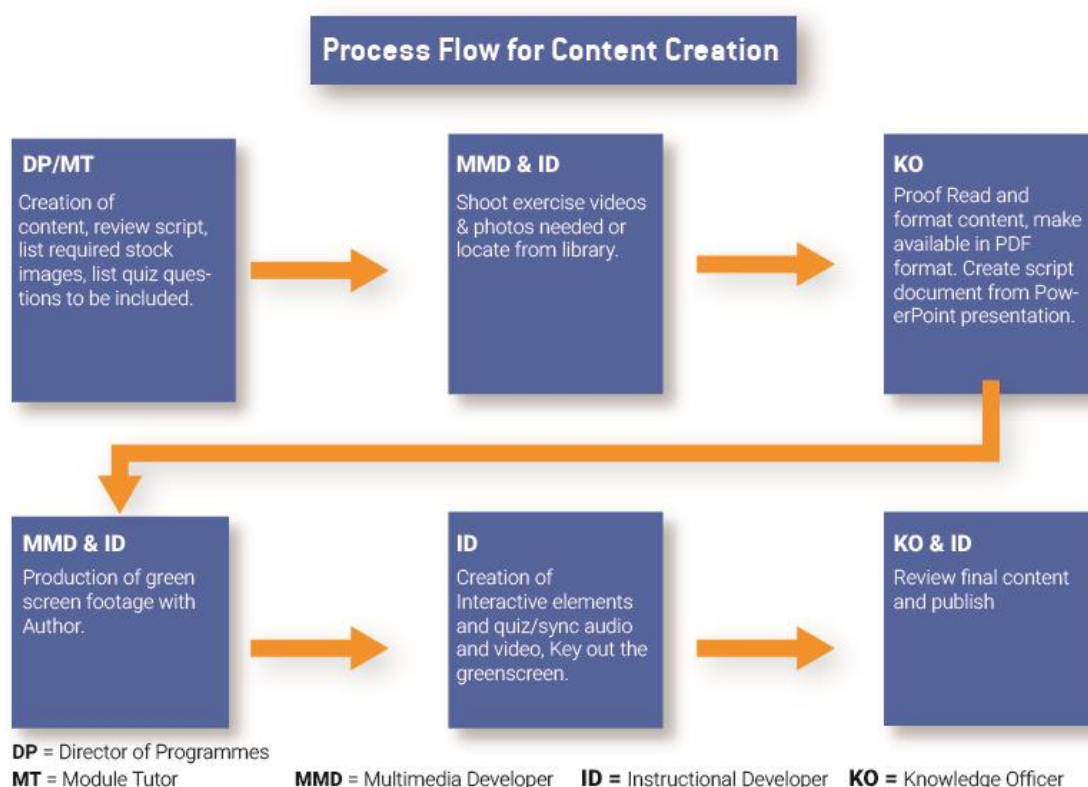
The Academic Director (DP) is responsible for the overall quality of the programmes. It is also their responsibility to recruit and monitor academic authors to create the material for each module of the programme. The author then works with the KMT to transform that material into a format that will work well in an online environment. The KMT is divided into project-based teams that support each of the academic programmes. A typical team will comprise of a Knowledge Officer (KO), an Instructional Developer (ID) and a Multimedia Developer.

Once the author and the rest of the team have been decided upon the module planning form is completed and made available to all staff in an online-shared folder. A number of other forms are filled out during the development process to keep account of the person responsible at every stage. See appendix 7 for form templates. A weekly lecture plan document is also completed by the MMD with the key lecture criteria. The DP completes a preparation plan with the learning objectives of the lecture week. Finally the KMT will complete an execution plan during the development process and once the lecture week is complete a review document is also filled out and recorded online in a shared folder.

Module Development

The content development stage involves a range of activities designed and coordinated to produce a pedagogically strong online session. It comprises a number of phases, both technical and pedagogical:

1. The Author develops and submits four completed Module lectures per week to the Knowledge Officer (KO) outlining a draft overview of anticipated development requirements. A module planning meeting is held to discuss the content of this form and to finalise its contents. The Author must make a list of stock footage to be included for the Multimedia Developers (MMD).
2. The MMD will review the list of stock footage required. This content may be taken from the video/image library or a media shoot will be scheduled and carried out quality depending.
3. The KO will review the lecture content, proof read and format depending on the course requirements. A secured PDF document of the lecture material will also be published. The script will be extracted from the lecture material and combined into a single word document.
4. The MMDs prepare script, equipment and studio for the video production. The MMD insures the Author is dressed appropriately for video shoot and sound check is carried out. Once setup is complete the video production can begin.
5. The MMD will quality assure the video content along with lecture content. Postproduction can then commence. The Instructional Designer (ID) will create interactive elements which will be incorporated into the final lecture. The video footage will be processed and included in the final lecture. Additional stock footage will also be included here from step 2.
6. The KO and ID review the finished lecture content before being made available to learners. The finished weekly lecture can then be published.



Review

The next stage in the process is the review. Every step of the development process has its own review by the KMT along with an overall review that is the official QA review stage. The type of review for each process will depend on who has been allocated to that particular stage in the process.

For example an editorial review would take place in step 3 by the KO, whereas in step 5 the ID will review the design and functional aspects of the presentation. When each individual process has been completed and reviewed, both the KO and the ID will carry out a final presentation review in stage 6.

Release

After the content has been released to students and they have worked their way through it, the college registrar surveys the students and collates their feedback. The college registrar and the KMT review the results of these surveys and any recommendations arising from it are incorporated into the development of future iterations of the courses.

Programme Design indicators

The College has a robust programme development process as outlined above and in Chapter 3 of this handbook. These programme development policies and procedures include specific consideration of:

- Staff qualification and experience of FDL
- A critical review process which appraises the programmes FDL provision
- Testing of delivery mechanisms for FDL elements.
- Learner experiences and satisfaction levels with the College's FDL provision

13.2.3 Flexible and Distributed Learning in a learner environment context.

FDL meets the needs of all types of learners, breaking away from the traditional restrictions of a classroom.

For learners the benefits of FDL include:

- It gives learners flexibility, allowing them to learn at their own pace.
- It allows learners to access information at convenient times.
- Exciting computer based graphics can replace dull textbooks, and research using the worldwide web can substitute for hours spent in libraries.

Setanta College has developed an FDL development and delivery system that fully harnesses the many benefits of web enabled learning for its learners.

FDL and Associated Technologies in Setanta College

This section briefly describes the technologies used by Setanta College, the processes carried out to assure quality in service and the continuing research and development process in to e-learning strategies that ensures that Setanta College remains at the leading edge of online education delivery. This section covers:

1. Moodle Setanta's Higher Education Learning Management System

The College Learning Management System is the Moodle based course management system, which allows learners to access content, study, complete questionnaires and upload tasks and projects.

2. Setanta College's synchronous and asynchronous online tutorial virtual classroom software.

Setanta College uses a synchronous virtual classroom which enables real time teaching with full audio (and video) capability for both learners and teachers. This allows tutorials, special lectures and even one-to-one tutoring to take place when the learner and teacher are geographically separated.

The College also uses asynchronous delivery of content where content is recorded and delivered to learners at their own time of choosing.

3. Setanta College's library - the online library of journals and videos

Setanta College has an online library consisting of over 45,000 articles from leading journals in sports Strength and Conditioning and sport science discipline. This library is complimented by a comprehensive video database. This resource is constantly updated.

13.3 Assuring Quality in FDL Technologies

It is the responsibility of the knowledge committee of the academic council to monitor and ensure that Setanta College remains a leader in the use of learning technologies. Where appropriate Setanta College has used expertise from industry and educational partners to obtain the best advice on technologies and approaches to virtual learning.

The operation and maintenance of SCELAS, the Setanta College online library and the virtual class room software is the responsibility of the College IT manager. The College will invest in the most effective and update hosting facilities which:

- Greatly will reduce or eliminate systems downtime and provide Setanta College learners with confidence in and quick access to the systems.
- Protect Setanta College data from malicious attacks.
- Establish managed procedures to ensure rapid recovery from server failure or other data loss.

13.4 European Association of Distance Teaching Universities (EADTU) Indicators

The European Association of Distance Teaching Universities (EADTU) is Europe's leading institutional association in online, open and flexible higher education. In 2012 the EADTU published Quality Assessment for E-learning: a Benchmarking Approach, Second edition.

This manual provides benchmarks, performance indicators and guidance notes under the following six headings Strategic management, Curriculum design, Course design, Course delivery, Staff support and Student support.

For a full list of benchmarks and indicators please view:

www.eadtu.eu/home/publications

Setanta College uses these benchmarks and indicators to inform its approach to developing and to monitoring its approach to Flexible and Distributed Learning.

13.5 Monitoring and Review of FDL provision in Setanta College

To ensure the effective use of FDL from an organisational, programme and learner context the College monitors and reviews the policies procedures and outcomes of FDL provision on a continuous basis. This monitoring and review and is benchmarked against the indicators as outlined above.

The following tools are used to monitor and review the indicators for the use in the College of FDL.

Tool	Indicator
Learners Induction surveys	College information provision Induction Process
Module Review Surveys	FDL in the context of the module Achievement of Module Learning Outcomes Module Delivery Learner Engagement
Programme Board reports	FDL in the context of the programme Achievement of the Programme Learning Outcomes Learner Engagement Support Services

Graduate Survey	Overall learner experiences Recommendations for improvements in College provision of FDL
Annual Staff Surveys	FDL from the staff perspective Achievement of Module and Programme Learning Outcomes Learner Engagement Support Services CPD requirements
Stakeholder Surveys	Graduate attributes Industry requirements
Annual Knowledge Committee Report	Reviewing of existing FDL provision Software and Hardware issues Emerging Trends in FDL Competitor provisions
External Examiner Reports	External objective assessment of FDL and learner achievement Achievement of the Programme Learning Outcomes Learner Engagement Support Services
Knowledge Team Observational Study	Learner engagement Technology adoption and use Technical issues



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The Online Sports College

Quality Assurance Handbook

Appendices

Appendix 1: Quality Assurance Review Forms

Induction Survey

Stakeholder Survey

Graduate Survey

Stakeholder Survey

Module Review

Learner Complaint Form



[Induction Survey for new learners](#)

Introduction

It is very important that induction and enrolment procedures are effective in making the transition to Setanta College as smooth as possible. The process of enrolling must be clear and

straightforward to make sure that learners are allocated places on their appropriate course and to ease administration workload. Setanta College holds an induction class online for new learners to provide them with information about various aspects of College life; such as, using the journal library, student handbook and navigating the learning portal.

To ensure that induction and enrolment procedures are effective and efficient, Setanta College

conducts an induction survey to gather opinions from learners on their induction experience.

We will post results of this survey to make learners aware that we are continuously trying to improve the service new learners receive when choosing to study with Setanta College.

* 1. Which of the following influenced your choice of course?

- ☐ Because it fitted in with my career plans
- ☐ Because I like the subject
- ☐ To gain qualifications
- ☐ To advance my skills and knowledge in this area
- ☐ For my own personal interest
- ☐ Other (please specify)

[illegible]

2. How did you find the enrolment process in general?

- ☐ Satisfactory
- ☐ Neutral
- ☐ Unsatisfactory

Other (please specify) _____

* 3. Was the learner Induction class beneficial to you as a new learner?

- ☐ Excellent
☐ Good
☐ Fair
☐ Poor

Other (please specify)

[illegible]

* 4. Is the Student Handbook helpful to you as a new learner?

- ☐ Yes
- ☐ No

Other (please specify)

--	--	--	--

5. Would it be of value to you to be able to communicate with fellow S&C learners through an online community?

☐ Yes

☐ No

Other (please specify)



6. What improvements can Setanta College make to your overall learner experience thus far?





Setanta College Stakeholder Survey

Setanta College is committed to delivering quality services to our learners and affiliate organisations. As part of our quality improvement process, we are seeking feedback from your organisation on the way we manage our affiliation.

Please assist us to better understand the quality of our partnership by providing feedback through this survey.

* 1. What is your name, title and organisation?

2. How frequently do you have contact with our organisation?

- ☐ Regularly
- ☐ Fairly Regularly
- ☐ Occasionally
- ☐ Infrequently

* 3. Which of the following activities best describes our business relationship with your organisation?

(please tick all appropriate responses)

- ☐ We make client referrals to your organisation
- ☐ We receive client referrals from your organisation
- ☐ We provide S&C coaches to you
- ☐ We manage your S&C programme
- ☐ We facilitate your organisation's education initiative (i.e. CPD, player education, coach education, academy education)
- ☐ We facilitate the design of your academic programme
- ☐ We facilitate the delivery of your academic programme

Other type of relationship (please detail)

4. Within your organisation how aware are your members of the services provided by Setanta College?

- ☐ Aware
- ☐ Somewhat Aware
- ☐ Unaware

5. How well would you rate your understanding of what Setanta College does?

- | Poor | OK | Very Good |
|---------------------------------------|--------------------------|---------------------------------|
| <input checked="" type="radio"/> Poor | <input type="radio"/> OK | <input type="radio"/> Very Good |

* 6. In general, do the services provided by Setanta College meet your expectations?

- ☐ Yes
- ☐ Somewhat
- ☐ No

7. How accessible are the services for your members?

- ☐ Very accessible
- ☐ Limited
- ☐ Very Limited

8. Please rate the quality of instruction/teaching in the educational services provided by Setanta College

- ☐ Not known
- ☐ Low
- ☐ Moderate
- ☐ High

9. Please rate the content covered within the educational services provided

- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Very Poor
- ☐ Not Known

10. Please outline how Setanta College can improve on the services provided?





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Graduate Survey

*** 1. How would you rate your course in terms of knowledge gained?**

	1	2	3	4	5	6	7	8	9	10
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please rate from 1-10:	Please rate from 1-10:	Please rate from 1-10:	Please rate from 1-10:	Please rate from 1-10:	Please rate from 1-10:	Please rate from 1-10:	Please rate from 1-10:	Please rate from 1-10:	Please rate from 1-10:	Please rate from 1-10:
	1	2	3	4	5	6	7	8	9	10

Comments...

2. How would you rate your course in terms of practical application and usability?

	1	2	3	4	5	6	7	8	9	10
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please rate from 1-10:	Please rate from 1-10:	Please rate from 1-10:	Please rate from 1-10:	Please rate from 1-10:	Please rate from 1-10:	Please rate from 1-10:	Please rate from 1-10:	Please rate from 1-10:	Please rate from 1-10:	Please rate from 1-10:
	1	2	3	4	5	6	7	8	9	10

Comments...

3. Are you continuing with further Setanta College modules to gain a higher qualification?

Yes **No** **Maybe in the future**

Please select one: ☐ **Please select one:** ☐ **Please select one:** ☐ **Please select one:** ☐

Yes No Maybe in the future

Please briefly explain the reason for your answer?

4. Would you recommend a Setanta College course to a friend or colleague?

Yes **No**

Please select one: ☐ **Please select one:** Yes ☐ **Please select one:** No

Comments...

Done

4FoTYerhqlpI9PS	false
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Annual Staff Questionnaire

Top of Form

* 1. College Level

	Excellent	Very Good	Good	Fair	Poor	Very Poor	Don't know
College Management is	<input type="radio"/> College Management is Excellent	<input type="radio"/> College Management is Very Good	<input type="radio"/> College Management is Good	<input type="radio"/> College Management is Fair	<input type="radio"/> College Management is Poor	<input type="radio"/> College Management is Very Poor	<input type="radio"/> College Management is Don't know
Strategic Planning is	<input type="radio"/> Strategic Planning is Excellent	<input type="radio"/> Strategic Planning is Very Good	<input type="radio"/> Strategic Planning is Good	<input type="radio"/> Strategic Planning is Fair	<input type="radio"/> Strategic Planning is Poor	<input type="radio"/> Strategic Planning is Very Poor	<input type="radio"/> Strategic Planning is Don't know
Implementation of Plans is	<input type="radio"/> Implementation of Plans is Excellent	<input type="radio"/> Implementation of Plans is Very Good	<input type="radio"/> Implementation of Plans is Good	<input type="radio"/> Implementation of Plans is Fair	<input type="radio"/> Implementation of Plans is Poor	<input type="radio"/> Implementation of Plans is Very Poor	<input type="radio"/> Implementation of Plans is Don't know
External promotion of the College is	<input type="radio"/> External promotion of the College is Excellent	<input type="radio"/> External promotion of the College is Very Good	<input type="radio"/> External promotion of the College is Good	<input type="radio"/> External promotion of the College is Fair	<input type="radio"/> External promotion of the College is Poor	<input type="radio"/> External promotion of the College is Very Poor	<input type="radio"/> External promotion of the College is Don't know
Communication within the College is	<input type="radio"/> Communication within the College is Excellent	<input type="radio"/> Communication within the College is Very Good	<input type="radio"/> Communication within the College is Good	<input type="radio"/> Communication within the College is Fair	<input type="radio"/> Communication within the College is Poor	<input type="radio"/> Communication within the College is Very Poor	<input type="radio"/> Communication within the College is Don't know

	Excellent	Very Good	Good	Fair	Poor	Very Poor	Don't know
Information on the Program me Board is	<input type="radio"/> Information on the Program me Board is Excellent	<input type="radio"/> Information on the Program me Board is Very Good	<input type="radio"/> Information on the Program me Board is Good	<input type="radio"/> Information on the Program me Board is Fair	<input type="radio"/> Information on the Program me Board is Poor	<input type="radio"/> Information on the Program me Board is Very Poor	<input type="radio"/> Information on the Program me Board is Don't know
Information on the External Examiner s is	<input type="radio"/> Information on the External Examiner s is Excellent	<input type="radio"/> Information on the External Examiner s is Very Good	<input type="radio"/> Information on the External Examiner s is Good	<input type="radio"/> Information on the External Examiner s is Fair	<input type="radio"/> Information on the External Examiner s is Poor	<input type="radio"/> Information on the External Examiner s is Very Poor	<input type="radio"/> Information on the External Examiner s is Don't know
College resources are	<input type="radio"/> College resources are Excellent	<input type="radio"/> College resources are Very Good	<input type="radio"/> College resources are Good	<input type="radio"/> College resources are Fair	<input type="radio"/> College resources are Poor	<input type="radio"/> College resources are Very Poor	<input type="radio"/> College resources are Don't know
College Quality Assurance procedure s are	<input type="radio"/> College Quality Assurance procedure s are Excellent	<input type="radio"/> College Quality Assurance procedure s are Very Good	<input type="radio"/> College Quality Assurance procedure s are Good	<input type="radio"/> College Quality Assurance procedure s are Fair	<input type="radio"/> College Quality Assurance procedure s are Poor	<input type="radio"/> College Quality Assurance procedure s are Very Poor	<input type="radio"/> College Quality Assurance procedure s are Don't know
Resources for staff developm ent are	<input type="radio"/> Resources for staff developm ent are Excellent	<input type="radio"/> Resources for staff developm ent are Very Good	<input type="radio"/> Resources for staff developm ent are Good	<input type="radio"/> Resources for staff developm ent are Fair	<input type="radio"/> Resources for staff developm ent are Poor	<input type="radio"/> Resources for staff developm ent are Very Poor	<input type="radio"/> Resources for staff developm ent are Don't know

Outline how improvements could be introduced at College level:

2. Physical resources and Services

	Excellent	Very Good	Good	Fair	Poor	Very Poor	Don' Know
Website layout is	Website layout is Excellent	Website layout is Very Good	Website layout is Good	Website layout is Fair	Website layout is Poor	Website layout is Very Poor	Website layout is Don' Know
Workshop venues are	Workshop venues are Excellent	Workshop venues are Very Good	Workshop venues are Good	Workshop venues are Fair	Workshop venues are Poor	Workshop venues are Very Poor	Workshop venues are Don' Know
Workshop timetable is	Workshop timetable is Excellent	Workshop timetable is Very Good	Workshop timetable is Good	Workshop timetable is Fair	Workshop timetable is Poor	Workshop timetable is Very Poor	Workshop timetable is Don' Know
Workshop facilities in general are	Workshop facilities in general are Excellent	Workshop facilities in general are Very Good	Workshop facilities in general are Good	Workshop facilities in general are Fair	Workshop facilities in general are Poor	Workshop facilities in general are Very Poor	Workshop facilities in general are Don' Know
Workshop equipment is	Workshop equipment is Excellent	Workshop equipment is Very Good	Workshop equipment is Good	Workshop equipment is Fair	Workshop equipment is Poor	Workshop equipment is Very Poor	Workshop equipment is Don' Know
Workshop accommodation is	Workshop accommodation is Excellent	Workshop accommodation is Very Good	Workshop accommodation is Good	Workshop accommodation is Fair	Workshop accommodation is Poor	Workshop accommodation is Very Poor	Workshop accommodation is Don' Know
Workshop snack facilities are	Workshop snack facilities are Excellent	Workshop snack facilities are Very Good	Workshop snack facilities are Good	Workshop snack facilities are Fair	Workshop snack facilities are Poor	Workshop snack facilities are Very Poor	Workshop snack facilities are Don' Know

	Excellent	Very Good	Good	Fair	Poor	Very Poor	Don' Know
Services from the College administration is	<input type="radio"/> Services from the College administration is Excellent	<input type="radio"/> Services from the College administration is Very Good	<input type="radio"/> Services from the College administration is Good	<input type="radio"/> Services from the College administration is Fair	<input type="radio"/> Services from the College administration is Poor	<input type="radio"/> Services from the College administration is Very Poor	<input type="radio"/> Services from the College administration is Don' Know
Lecture notes are	<input type="radio"/> Lecture notes are Excellent	<input type="radio"/> Lecture notes are Very Good	<input type="radio"/> Lecture notes are Good	<input type="radio"/> Lecture notes are Fair	<input type="radio"/> Lecture notes are Poor	<input type="radio"/> Lecture notes are Very Poor	<input type="radio"/> Lecture notes are Don' Know
Availability of journals, online resources etc. is	<input type="radio"/> Availability of journals, online resources etc. is Excellent	<input type="radio"/> Availability of journals, online resources etc. is Very Good	<input type="radio"/> Availability of journals, online resources etc. is Good	<input type="radio"/> Availability of journals, online resources etc. is Fair	<input type="radio"/> Availability of journals, online resources etc. is Poor	<input type="radio"/> Availability of journals, online resources etc. is Very Poor	<input type="radio"/> Availability of journals, online resources etc. is Don' Know
Learner support during on line study is	<input type="radio"/> Learner support during on line study is Excellent	<input type="radio"/> Learner support during on line study is Very Good	<input type="radio"/> Learner support during on line study is Good	<input type="radio"/> Learner support during on line study is Fair	<input type="radio"/> Learner support during on line study is Poor	<input type="radio"/> Learner support during on line study is Very Poor	<input type="radio"/> Learner support during on line study is Don' Know

Identify where improvements can be made in the physical facilities and provision of services

3. Programme

	Excellent	Very Good	Good	Fair	Poor	Very Poor	Don't Know
The programme as a whole is	<input type="radio"/> The programme as a	<input type="radio"/> The programme as a whole is	<input type="radio"/> The programme as a	<input type="radio"/> The programme as a	<input type="radio"/> The programme as a	<input type="radio"/> The programme as a	<input type="radio"/> The programme as a whole is

	Excellent	Very Good	Good	Fair	Poor	Very Poor	Don't Know
	whole is Excellent	Very Good	whole is Good	whole is Fair	whole is Poor	whole is Very Poor	Don't Know
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of learner is	Quality of learner is Excellent	Quality of learner is Very Good	Quality of learner is Good	Quality of learner is Fair	Quality of learner is Poor	Quality of learner is Very Poor	Quality of learner is Don't Know
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of the programme as a whole is	Relevance of the programme as a whole is Excellent	Relevance of the programme as a whole is Very Good	Relevance of the programme as a whole is Good	Relevance of the programme as a whole is Fair	Relevance of the programme as a whole is Poor	Relevance of the programme as a whole is Very Poor	Relevance of the programme as a whole is Don't Know
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of each of the modules is	Relevance of each of the modules is Excellent	Relevance of each of the modules is Very Good	Relevance of each of the modules is Good	Relevance of each of the modules is Fair	Relevance of each of the modules is Poor	Relevance of each of the modules is Very Poor	Relevance of each of the modules is Don't Know
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of individual workshops is	Relevance of individual workshops is Excellent	Relevance of individual workshops is Very Good	Relevance of individual workshops is Good	Relevance of individual workshops is Fair	Relevance of individual workshops is Poor	Relevance of individual workshops is Very Poor	Relevance of individual workshops is Don't Know
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programme organisation is	Programme organisation is Excellent	Programme organisation is Very Good	Programme organisation is Good	Programme organisation is Fair	Programme organisation is Poor	Programme organisation is Very Poor	Programme organisation is Don't Know
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical support for practical elements during workshop is	Technical support for practical elements during workshop is Excellent	Technical support for practical elements during workshop is Very Good	Technical support for practical elements during workshop is Good	Technical support for practical elements during workshop is Fair	Technical support for practical elements during workshop is Poor	Technical support for practical elements during workshop is Very Poor	Technical support for practical elements during workshop is Don't Know
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Excellent	Very Good	Good	Fair	Poor	Very Poor	Don't Know
	is Excellent	is Very Good				is Very Poor	is Don't Know
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical support for self-learning in coaching environment is	Technical support for self-learning in coaching environment is Excellent	Technical support for self-learning in coaching environment is Very Good	Technical support for self-learning in coaching environment is Good	Technical support for self-learning in coaching environment is Fair	Technical support for self-learning in coaching environment is Poor	Technical support for self-learning in coaching environment is Very Poor	Technical support for self-learning in coaching environment is Don't Know
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program me as a preparation for further study is	Program me as a preparation for further study is Excellent	Program me as a preparation for further study is Very Good	Program me as a preparation for further study is Good	Program me as a preparation for further study is Fair	Program me as a preparation for further study is Poor	Program me as a preparation for further study is Very Poor	Program me as a preparation for further study is Don't Know
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program me as a preparation for employment is	Program me as a preparation for employment is Excellent	Program me as a preparation for employment is Very Good	Program me as a preparation for employment is Good	Program me as a preparation for employment is Fair	Program me as a preparation for employment is Poor	Program me as a preparation for employment is Very Poor	Program me as a preparation for employment is Don't Know
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operation of the programme Board is	Operation of the programme Board is Excellent	Operation of the programme Board is Very Good	Operation of the programme Board is Good	Operation of the programme Board is Fair	Operation of the programme Board is Poor	Operation of the programme Board is Very Poor	Operation of the programme Board is Don't Know
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operation of the Learner Progress Committee is	Operation of the Learner Progress Committee is Excellent	Operation of the Learner Progress Committee is Very Good	Operation of the Learner Progress Committee is Good	Operation of the Learner Progress Committee is Fair	Operation of the Learner Progress Committee is Poor	Operation of the Learner Progress Committee is Very Poor	Operation of the Learner Progress Committee is Don't Know

	Excellent	Very Good	Good	Fair	Poor	Very Poor	Don't Know
Clarity of learner responsibilities and requirements is	<input type="radio"/> Clarity of learner responsibilities and requirements is Excellent	<input type="radio"/> Clarity of learner responsibilities and requirements is Very Good	<input type="radio"/> Clarity of learner responsibilities and requirements is Good	<input type="radio"/> Clarity of learner responsibilities and requirements is Fair	<input type="radio"/> Clarity of learner responsibilities and requirements is Poor	<input type="radio"/> Clarity of learner responsibilities and requirements is Very Poor	<input type="radio"/> Clarity of learner responsibilities and requirements is Don't Know
Appropriateness of the assessments used is	<input type="radio"/> Appropriateness of the assessments used is Excellent	<input type="radio"/> Appropriateness of the assessments used is Very Good	<input type="radio"/> Appropriateness of the assessments used is Good	<input type="radio"/> Appropriateness of the assessments used is Fair	<input type="radio"/> Appropriateness of the assessments used is Poor	<input type="radio"/> Appropriateness of the assessments used is Very Poor	<input type="radio"/> Appropriateness of the assessments used is Don't Know
Operation of the workshop assessments is	<input type="radio"/> Operation of the workshop assessments is Excellent	<input type="radio"/> Operation of the workshop assessments is Very Good	<input type="radio"/> Operation of the workshop assessments is Good	<input type="radio"/> Operation of the workshop assessments is Fair	<input type="radio"/> Operation of the workshop assessments is Poor	<input type="radio"/> Operation of the workshop assessments is Very Poor	<input type="radio"/> Operation of the workshop assessments is Don't Know

Outline any further comments regarding the programme:

4. Have you any suggestions for improvement in staff development in Setanta College?

5. What suggestions have you for Setanta College that might improve the staff profile in the College?

A large, empty rectangular text box with a thin grey border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track icons.

6. What suggestions have you for how Setanta College might improve the gender balance of staff in the College?

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Done

4FoTYerhlqpl9PS	false
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Module Review Sample

Survey Description

Please complete the following end of module survey. This survey gives learners a unique opportunity to provide feedback which enables academic staff and the College to enhance the learners overall learning.

Learners

need to know the importance of how their feedback plays a critical role in the development of their curriculum.

Top of Form

*** 1. Overall I am satisfied with the quality of my learning experience in this module:**

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

2. Please rate the following specific aspects:

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The expected outcomes of the module were clear to me.	<input type="checkbox"/> 1. The expected outcomes of the module were clear to me. Strongly Agree	<input type="checkbox"/> 1. The expected outcomes of the module were clear to me. Agree	<input type="checkbox"/> 1. The expected outcomes of the module were clear to me. Disagree	<input type="checkbox"/> 1. The expected outcomes of the module were clear to me. Strongly Disagree
3. I had access to sufficient materials to support my learning (videos, journals).	<input type="checkbox"/> 3. I had access to sufficient materials to support my learning (videos, journals). Strongly Agree	<input type="checkbox"/> 3. I had access to sufficient materials to support my learning (videos, journals). Agree	<input type="checkbox"/> 3. I had access to sufficient materials to support my learning (videos, journals). Disagree	<input type="checkbox"/> 3. I had access to sufficient materials to support my learning (videos, journals). Strongly Disagree
4. I received feedback on my performance to	<input type="checkbox"/> 4. I received feedback on my	<input type="checkbox"/> 4. I received feedback on my	<input type="checkbox"/> 4. I received feedback on my	<input type="checkbox"/> 4. I received feedback on my

	Strongly Agree	Agree	Disagree	Strongly Disagree
help me improve my learning.	performance to help me improve my learning. Strongly Agree	performance to help me improve my learning. Agree	performance to help me improve my learning. Disagree	performance to help me improve my learning. Strongly Disagree
5. The lectures were clearly laid out and easy to follow.	<input type="checkbox"/> 5. The lectures were clearly laid out and easy to follow. Strongly Agree	<input type="checkbox"/> 5. The lectures were clearly laid out and easy to follow. Agree	<input type="checkbox"/> 5. The lectures were clearly laid out and easy to follow. Disagree	<input type="checkbox"/> 5. The lectures were clearly laid out and easy to follow. Strongly Disagree
7. The teaching staff were responsive to any correspondence.	<input type="checkbox"/> 7. The teaching staff were responsive to any correspondence. Strongly Agree	<input type="checkbox"/> 7. The teaching staff were responsive to any correspondence. Agree	<input type="checkbox"/> 7. The teaching staff were responsive to any correspondence. Disagree	<input type="checkbox"/> 7. The teaching staff were responsive to any correspondence. Strongly Disagree

3. How difficult (overall) did you find this module?

- ☐ Easy
☐ Fairly Easy
☐ Difficult
☐ Fairly Difficult

4. What did you like about this module?

5. What suggestions can you offer that would help make this module a more valuable learning experience for you?

6. Other feedback or comments:

		▲
		▼
◀		▶

7. (Optional) Name:

		▲
		▼
◀		▶

Done

4FoTYerhlqpl9PS	false
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SETANTA

College

The Online Sports College

LEARNER COMPLAINT FORM

A learner completing the Learner Complaint Form should consult the Learner Complaints and Appeals procedures. This form should only be completed by learners who wish to pursue a complaint beyond stage 1 of the College's Learner Complaints Procedure. At this point the relevant Tutor should have explained the remaining stages of the complaints procedure to you.

Learner's Details
Name:
Programme:
Year:
Date of Complaint:

Learner's Contact Details
Address:
Email:
Phone:

The complaint should be specific and well documented and include dates, locations and witnesses as appropriate.

Please outline the substance of the complaint

Please outline previous efforts to resolve the matter

How would you like the complaint resolved?

Signed:
Date:

Appendix 2: Staff Qualification Levels and Recruitment Processes

Tutor	Module	Qualification level		
		8	9	10
Dr. Liam Hennessy	Academic Director			
Mick Brennan	Functional Screening (Mod 1)			
Eoin Everard	Functional Screening (Mod 1)			Pending
Tommy Dunne	Functional Screening Mod 1) Assistant			
Des Ryan	Resistance Training (Mod 2)			
Gordon Brett	Resistance Training (Mod 2) Main			
Adam McCarthy	Resistance Training (Mod 2) Ass			
Frankie Temple	Resistance Training (Mod 2) Ass			
Ciaran Keogh	Weight Training (Mod 3) Group A			Pending
Paudie Roche	Weightlifting Corrects Assignments			
Greg Bennett	Weightlifting (Mod 3)			

	Assist Group A			
Antoine Mobian	Weightlifting (Mod 3) Main Group B			
Darren Siggins	Weightlifting (Mod 3) Assist Group B			
Dave Moriarty	Fitness Conditioning (Mod 4)			
Kieran Sheffron	Fitness Conditioning (Mod 4) Assistant			
Claire Brady	Speed Development (Mod 5) Group A			Pending
John Corr	Speed Development (Mod 5) Group B			
Noel Flynn	Endurance Development (Mod 6)			
Donal Treacy	Endurance Development (Mod 6) Ass			
Darragh Kennedy	A&P (Mod 7) Main Tutor			
Damien Young	Growth Movement Dev (Mod 8)			Pending
Teresa Molohan	Growth Movement Dev (Mod 8) Assist			

Lara Coyne	LTPAD (Mod 9)			Pending
Paul Clarke	LTPAD (Mod 9) Assistant			
Stephen McIvor	Coaching Skills (Mod 10)			Pending
Keith Hennessy	Coaching Philosophy (Mod 11)			
Niall Graham	Coaching Philosophy (Mod 11) Assist			
Luke Jordan	Fitness Testing (Mod 12) Assistant			
Michael Fennelly	Sports Nutrition (Mod 13)			
Tommy Carr	Sports Specific (Mod 16)			
Damien Young	Coaching Technology (Mod 17)			Pending
Cian O'Brien	Coaching Technology (Mod 17) Assist			
Philip Hennessy	Programme Management (Mod 18)			
Joe Warne	Lecturer Msc			

Setanta College Recruitment Processes

The following steps are followed in the recruitment process:

Setanta College reviews the needs of the organisation on a regular basis as part of the business planning process. When the need for a new employee is identified a job analysis, job description and person specification are produced.

It is the responsibility of the CEO, in consultation with the appropriate staff, to draft the job description. This is essentially a summary of the tasks and responsibilities of the position and it will include the following information:

- The main purpose of the job and the context in which it exists.
- The key areas of responsibility and accountabilities involved.
- The reporting relationships.
- The tasks and skills involved.

In writing a job description, the following broad principles will be borne in mind:

- The job description describes the job, not the person in it.
- The job description must describe what the job will be and what the post holder will be required to do now and into the future.
- The aim is to describe the principal tasks of the job.
- Specific conditions pertaining to the functions of the post should be clearly defined.
- The job description should allow for flexibility in the allocation of new duties relevant to the core functions of the post. This will avoid potential issues such as demarcation and ensure the required level of flexibility amongst staff exists.
- The job description must not be discriminatory or make explicit or implicit reference to the age, gender or any other irrelevant characteristics of the position holder.

Person specification

Once the job description has been written, the person specification outlining the skills, qualifications, knowledge, behaviour, competencies and experiences required of the person being sought can be decided.

The person specification contains the selection criteria against which applicants will be assessed. The more accurate the criteria, the more likely that the best candidate will be selected for the job. Selection criteria are critical to the recruitment and selection process as they provide:

- A consistent and objective set of standards for all applicants which can be observed and measured.
- A structured and rational means for assessment of applicants.

- Selection criteria that can be divided into essential and desirable.

Essential criteria are those that are critical for the satisfactory performance of the job. All applicants must meet all essential criteria to be considered for the next stage of the recruitment and selection process.

Desirable criteria are those, which enhance a person's capacity to do the job. They are usually not listed as essential because it is expected that they can be acquired once in employment.

Conditions of employment

The job details should include the following:

- Salary
- Working hours
- Location where the job will be based
- Pension
- Annual leave
- Expenses
- Duration of the contract

Final draft

The Board/manager should ensure that the job description conforms to current HR policies and relevant legislation and the agreed format, as appropriate to the organisation.

The following selection procedures commence at this stage. The position is advertised internally and applications from internal candidates are considered. If a suitable internal candidate is not identified an external hiring strategy is formulated. Other internal candidates may still apply for an open position and their applications may be considered until a hiring decision has been reached. All CV's based on the job criteria are reviewed to identify potentially suitable candidates.

The job interview is the primary selection method used to assess candidates' suitability for a particular post. Interviews are conducted in a professional, fair and consistent manner.

The College expects all interviewers to be adequately prepared for the interview process; therefore, each interviewer is required to know the specification for the job they are interviewing for. The use of clear interview notes on each candidate is an absolute requirement.

The decision to hire a candidate is made by consensus and involves all of the interviewers.

Candidates are ranked in terms of suitability and the process proceeds to offer stage with the most suitable candidate.

Application form

You may decide to use an application form to aid the process. The application form should only contain questions relating to the requirements of the job i.e. questions on the skills and

the experiences required for the position. Questions on marital status, numbers of children, date of birth, medical history or any other of the nine grounds listed in the Employment Equality Acts 1998 -2011 should not be included in the application form i.e. gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Advertising the position

Having regard to the potential vacancy to be filled, a decision should be made on the most appropriate method of advertising which will result in sufficient levels of interest from suitable candidates. This might include advertising the vacancy internally within the workplace or externally using national press, local press, website, recruitment agencies, FÁS etc.

Drafting the advertisement

The advertisement (internal or external) should be carefully drafted with specific regard to the job description and person specification. The advertisement should conform to current HR policies and relevant legislation, particularly equality legislation, and the agreed organisational format.

The draft advertisement should include the following details:

- Job title
- Level of the position/remuneration
- Key duties and responsibilities of the position
- Location/base of the post
- Essential and desirable selection criteria (taken from the job description)
- Closing date for receipt of applications
- Availability of full job details, tel/fax number email and website address

Selection procedure

It is vitally important to remember that all documentation throughout the selection process is submitted in confidence. All parties involved in the recruitment process must respect candidates' right to privacy and confidentiality. Discussions regarding individual candidates must not be engaged in by members of the interview board or staff involved in the management or administration of the process, outside the process.

The names of candidates who have applied for a position(s) should never be disclosed to any party who is not involved in that process. The most common method of selection is by means of a formal structured interview, supplemented in some cases by other assessment techniques such as presentations and second interview. In relation to the interview board it is recommended that every interview board will:

- In most cases comprise of a minimum of 3 persons (including Chairperson). In the case of short term appointments or more junior positions, an interview board may comprise of a minimum of 2 persons
- Be of a composition appropriate to the post being filled
- Have gender representation where possible
- Where appropriate, include a member of the Senior Management Team
- Be given a copy of the recruitment and selection guidelines
- Receive appropriate interviewing training, including equality training

Conflict of interest

There can be times when a member of an interview board has a family relationship, well

- known friendship or other form of relationship, positive or negative, with one or more of the applicants for a position. In these circumstances, if a member of the interview board feels that he/she may have a conflict of interest, they can opt to withdraw from the selection process. Alternatively, he/she should inform the Chairperson and other interview board members prior to commencement of the shortlisting and interview processes. If the interview board member feels, that his/her participation may compromise the application of fair process, then the interview board should decide whether it is appropriate for him/her to be part of the selection process.

The shortlisting process

Shortlisting is the process whereby candidates are assessed by at least two members of the interview board against agreed criteria, on the basis of information provided in the application documentation, in order to eliminate unsuitable candidates and identify those candidates who most closely meet the criteria for further assessment. At least two members of the interview board must assess the applications, to shortlist who will be invited to interview. This helps bring objectivity to the process and can minimise allegations of bias. Once the application deadline has closed, all members of the short listing board will be given a full and complete set of the following:

- Job description
- Person specification
- Advertisement
- A list of all applicants and their complete application documentation.

The shortlisting board should agree the shortlist criteria in advance of the shortlist

process. The shortlist criteria should be based on the specific requirements of the job as outlined in the job description and person specification. These criteria and a rating system should be agreed in advance of the shortlisting meeting and should be applied consistently in respect of all applicants. Each member of the shortlisting board should:

- Agree on a set of criteria for shortlisting

- In the first instance, shortlist all applicants who possess the essential criteria stated in the advertisement or job description/person specification
- Shortlist further by rating remaining applicants against the essential and desirable selection criteria only
- Note briefly the reasons for not short-listing each unsuccessful applicant.

At the commencement of the process, a meeting of the shortlisting board should be arranged, and a Chairperson agreed. This person should be fully briefed and equipped to properly discharge this role.

Ideally, all members of the shortlisting board should then attend a shortlisting meeting arranged by the Chairperson.

Where this is not possible he/she should forward their draft shortlist, together with the applicant ratings to the Chairperson in advance of the shortlisting meeting. The Chairperson should consult with them before the final shortlist is agreed.

Once this exercise has been completed they should:

- Agree on and record a final shortlist of candidates that have been assessed as being competitive.
- Include in the shortlist those applicants about whom there is dispute if unanimity cannot be achieved.
- Consider re-advertising the position if no applicants meet all the essential criteria.

When shortlisting, board members should never:

- Recommend for interview any applicant, whether internal or external, who does not meet the essential criteria.
- Make negative assumptions or decisions on the basis of perceived over-qualification.
- Exclude candidates from further consideration for reasons that are not related to the selection criteria such as personal bias, age, disability, gender, race or any other of the nine grounds listed in the Employment Equality Acts 1998 –2011.

At the end of the short listing process the Chairperson of the shortlisting board should return a copy of the shortlist report signed by all members of the shortlisting board together with a signed copy of the shortlist assessment sheet to a person nominated by the board. The shortlist assessment sheet should include a brief comment as to why a candidate has not been shortlisted.

A person nominated by the Board should be designated to notify unsuccessful candidates by letter as soon as possible after the shortlisting process has been completed. Unsuccessful candidates should be advised that written feedback on the shortlisting process is available by written request. This feedback will only relate to the individual applicant. No reference should be made to the performance of another individual applicant.

Interviews and selection

Interview plan

The interview board should meet in good time prior to the interview and draft an interview plan with specific areas of questioning for each interview board member.

In preparing questions, interview board members will need to:

- Base the questions on selection criteria as specified in the job description/person specification.
- Focus on the knowledge, skills, attainments, competencies and behaviour required for the job.
- Ensure questions are sufficiently rigorous and searching to assess ability and differentiate between candidates.
- Ensure that questions are well structured, relevant and probing.

The questions asked at selection interviews must be wholly relevant to the specific job. The Chairperson should ensure that questions asked are relevant to the position, are aimed at assessing the candidates in relation to the agreed criteria and will elicit information to assist in selecting the best candidate for the job. Interview boards should be mindful at all times of not asking questions which could be construed as potentially discriminatory under the nine areas covered by the Employment Equality Acts 1998 – 2011.

Other forms of assessment

For some posts it may be necessary to supplement the interview with other forms of assessment. Shortlisted candidates should be advised in advance of any alternative forms of assessment. Such additional forms of assessment may include:

- Giving a brief presentation on a particular subject.
- Completing an assessment of computing skills, for example word processing, spreadsheet or desktop publishing skills.
- Testing report writing.

The interview process

At the start of each interview, the Chairperson should introduce each applicant to the interview board and explain their roles. They should explain the purpose, expected duration and structure of the interview to the applicant and indicate that notes will be taken by interview board members. The applicant should be put at ease so that he/she can answer questions to the best of their ability. This may involve asking an early 'ice-breaking' question. The interview board should question all applicants against the same selection criteria and only questions relevant to evaluating an applicant's ability to fulfil the requirements of the job should be asked. The interview board should ask all applicants the same core questions to ensure a consistent and fair approach. Supplementary questions may be asked if required to clarify issues, obtain further information or to explore areas that arise in the interview.

The interview board should:

- Actively listen and actively seek clarification.
- Obtain sufficient information from applicants to make accurate decisions. Assumptions should not be made about an applicant's capabilities to perform various aspects of the position under consideration.
- Ask applicants if they wish to discuss matters that may not have emerged in response to questions raised during the interview, to add any information, or to ask any questions.
- Advise applicants about the timing of decision-making and notification of the outcome of the process.

All interview board members should be present for all interviews. If, in exceptional circumstances, a board member cannot be present for all interviews he/she should withdraw from the board. In exceptional circumstances where a board member has to withdraw, a substitute may be invited to participate on the board in order to cover a particular area of expertise. This substitute should receive all necessary documentation and should be properly briefed to satisfactorily complete their role. The substitution should be clearly noted in interview files/papers.

Decision making

When making a decision on the most suitable applicant, candidates should be ranked suitable or unsuitable for appointment based on their performance at interview(s) and the quality of their written application. The Chairperson should seek to facilitate the interview board in jointly completing an interview assessment form.

This will detail an assessment of the candidate against the core competencies, knowledge, skills, attainments and behaviour required to carry out the particular role.

Effort should be made to reach a unanimous decision, however if this is not reached a majority decision is acceptable. Where the interview board vote is tied, the Chairperson has the casting vote. The Chairperson should prepare a final report which will include the interview board's recommendation naming the candidate recommended for appointment, or in the case of multiple posts the recommended candidates in order of merit. Where possible, reserve candidates should be named by the interview board and should be listed on a panel in order of merit. It is imperative that only those candidates deemed suitable to perform the job should be placed on the panel. The Chairperson should ensure the following is completed and returned to a person assigned by the board:

- The interview board report is signed by all members of the interview board.
- The assessment sheet is signed by all members of the interview board and includes a brief comment on the following:
 - the reasons why a candidate has not been found suitable for the appointment.
 - the relative merit of the recommended applicant(s) on the basis of the selection criteria only.

Clear and detailed reporting will assist if Post-interview feedback is requested, if an appeal is lodged or if a challenge is made by an unsuccessful candidate. Interview board members should be aware that any notes that they make about any of the candidates may be discoverable under Freedom of Information legislation.

The Chairperson should collect all documents relating to the interview process and return them to a person designated by the board.

Record Management

At the end of the interview process the Chairperson should ensure that all documentation held by all members of the interview board is returned to a person nominated to take responsibility for the recruitment process. One copy of the following documents relating to the process should be retained for a period of eighteen months in the event of challenge:

- Job description/person specification
- Advertisement
- Application forms/curriculum vitas
- Signed shortlist assessment form
- Rating criteria
- Signed shortlist board report
- Signed interview assessment form
- Rating criteria
- Signed interview board report.

All other documentation should be destroyed. It is recommended that any rough notes made by interview board members should not be retained after the selection process but should be returned for disposal.

Referees should be provided with information about the position and be requested to address the selection criteria, whether in a written report or by phone. A note confirming that satisfactory references were received, should be placed on the interview file. If unsatisfactory references are received, the person giving the reference should be asked, if they are prepared to stand over the reference and if so, the reasons why the references were unsatisfactory should be documented and placed on the recruitment file. Referees, in fairness to them, should be made aware that the comments made by them may be assessable to the person under Freedom of Information legislation.

Garda vetting of applicants may be required for some positions e.g. those where the post holder may have unsupervised access to children and/or vulnerable adults. Garda vetting is an important part of staff recruitment but should be seen as one part of a comprehensive

recruitment process. All organisations availing of Garda vetting should have a Garda vetting policy in place.

Making the job offer

Interview board members should never commit the organisation to an appointment or to a specified salary at the time of interview. Candidates should be told only that salary will be within the advertised range, although notation may be made on the report of any comment an applicant wishes to make in regard to salary. Interview board members should never contact the successful applicant until after an offer has been made by a person nominated by the Board.

Advising unsuccessful candidates: A person should be designated by the interview board to promptly advise unsuccessful applicants as soon as possible after receipt of the interview board's report. Interview board members should not contact the unsuccessful applicants after the interview process unless specifically agreed by the company board.

Post interview feedback

Post interview feedback in writing may be provided by a person nominated by the board on receipt of a written request by applicants. The feedback will only relate to the individual applicant. No reference should be made to the performance of any other individual candidates.

Appendix 3: Teaching & Learning Strategy

Setanta College Teaching Learning and Assessment Strategy

The strategy for Teaching, Learning and Assessment at Setanta College is designed to achieve learner-centred learning that empowers individual learners, and ensures continuously evolving innovative approaches to teaching and learning, effective support and guidance structures and a curriculum that is focused on the learner.

The overall approach to teaching and learning will integrate core principles of Adult Education.

1. Acknowledging the prior experience of the learner and integrating this experience into the learning dynamic.
2. Constructivist and critical pedagogy –where knowledge is co-created and all theories and models are subjected to the critique of real life fit and application.
3. Formative Assessment and open feedback process –where participants are given opportunities to discuss their own performance and plan improvement processes for subsequent efforts.
4. Reflection as an active and integrated process.
5. Learners take ownership and responsibility for their own learning.

The pillars of Setanta College's Teaching and Learning strategy are:

- Learning Outcomes
- Establishing a Learner Centred Culture
- Ensuring fairness and consistency
- Promoting the continuous improvement of the learning process that reflects in the quality of our graduates
- Continuous professional development of academic staff

Each of these pillars comprises an aim for the College which will be accompanied by actions linked to the College operational plan. This framework will build upon the strong foundation of best practice in learning, teaching and assessment within Setanta College.

Learning Outcomes

“Learning outcomes are sets of competences, expressing what the learner will know, understand or be able to do after completion of a process of learning, long or short.”¹⁶

Learning outcomes are the means of describing courses and modules, this reflects from a content centred approach to one which recognises the learner is responsible for his or her learning.

The College will use instructional design and teaching approaches that will facilitate a learning environment which motivates and engages learners in relevant learning activities and which will allow learners to construct his or her own learning. Learning outcomes, teaching and learning approaches and assessment methods will be constructively aligned in order to achieve maximum benefit for the learner. Constructive alignment is defined as coherence between assessment, teaching strategies and intended learning outcomes in an educational programme (McMahon & Thakore 2006). Aligning the intended programme learning outcomes, what the learner does in order to learn, how the learner is assessed is vitally important to support a high quality learning environment.

Actions

1. All programmes offered by Setanta College will have an associated set of programme learning outcomes.
2. All modules will have an associated set of learning outcomes which will describe what the learner will have learnt by the successful completion of the module.
3. Learning Outcomes at both Programme and Module level will be used as the basis on which decisions regarding teaching, learning and assessments approaches will be used.
4. All teaching staff of the College will undergo training on how to write learning outcomes through workshops delivered by teaching and learning experts.

¹⁶ “European Credit Transfer and Accumulation System” European Commission, 2004.

5. Programme and Module Learning outcomes will be reviewed by the Academic Director, lecturing staff and former learners to limit the risk of contradictory assessment findings.

Establishing a Learner Centred Culture

This strategy considers the shift in higher education from the learner as a passive recipient of knowledge to a more autonomous learner. The learning dynamic for the programme will reflect a participative and negotiated learning environment where participants will engage in an on-going reflection and critique of current practice, current models and theoretical perspectives. They will construct their own emerging identities (personal and professional) as effective Strength and Conditioning coaches in a variety of situations.

The College will equip graduates with the advanced knowledge, skills and competencies to be employable, and ensure that they are prepared for career flexibility and/or higher level study in their chosen field. The learner experience will be enriched in a manner that attracts, engages, stimulates and challenges learners while preparing them to learn independently and think critically.

Actions:

1. The College will continually update its Quality Assurance policy and procedures to reflect a learner centred approach.
2. The College will ensure that the number of learners participating on the programme is always manageable and workshop size is limited to 30 so that individual learner attention is safeguarded.
3. The College will establish a College centre for teaching and learning. This will provide resources, training, and guidance on teaching and learning.

Ensuring fairness and consistency

A basic principle of the College is that all learners are treated on an equal basis with fairness¹⁷ and consistency¹⁸, while responding to the individual needs of learners. To achieve this the College will promote a culture of continuous reflection and planning on teaching and learning strategies to achieve an appropriate mix of teaching and learning styles, methods of assessment, and organisation of course components. Within Setanta College this principle of fairness and consistency is established through the Quality Assurance system. The College Quality Assurance system, policies and procedures have a formal status and are publically available.

Action

1. The College will update its Quality Assurance policies and procedures to reflect changes in national of international best practice in Higher Education.

Promoting the continuous improvement of the learning process that reflects in the quality of our graduates

The mission of Setanta College's FDL approach is to provide a pedagogically sound content delivery mechanism which serves learners and faculty needs, while conforming to best international standards.

Setanta College programmes and curricula will be intellectually stimulating and challenging and relevant to the employability of the graduate. The professional attributes of learners are engendered through appropriate experiential learning and effective integration of teaching, practice and research activities.

Learner support systems will be maintained, that facilitate a high quality experience for all learners irrespective of their location and mode of study.

The College recognises that the processes and tasks involved in assuring quality in designing programmes, in preparing learning materials and in delivering those programmes in an online environment are radically different from those employed in traditional educational settings.

¹⁷ Meaning 'Just, unbiased, equitable, impartial; legitimate, in accordance with the rules or standards'. Oxford English Dictionary: Oxford University Press

¹⁸ Meaning 'agreeing in substance or form; congruous, compatible, not contradictory; marked by uniformity or regularity.' Oxford English Dictionary: Oxford University Press

The College will seek to ensure that the learner experience of E-learning is at least equal to that of directed learning and the technology and learning materials to support this are of the highest standards.

Actions

1. The College will continually develop its centre of Teaching and Learning which will:
 - Promote and develop active and reflective teaching and learning techniques in the College.
 - Promote and facilitate experimentation and innovation for learning, teaching and assessment in the College.
 - Develop the relationship between research and teaching, and create new learning opportunities for learners.
2. Develop learning materials that are academically sound, engaging and visually appealing.
3. The College Knowledge Committee will research the best international practice and emerging technologies and report to College management on a regular basis.

Continuous professional development of academic staff

The College will also ensure that all staff are reviewed and provided with constructive feedback and encouraged to engage in continuing professional development. The College will foster a culture of enthusiasm for continuous professional development for its entire staff.

Actions

1. All academic staff will meet with the Academic Director annually to receive feedback and plan for their professional development appropriate with the College's strategic objectives.
2. New College tutors will work as assistant tutors for an initial period of time to work with an experienced tutor to gain confidence in their delivery and familiarity with the content.
3. The College will encourage staff to attend relevant conferences and will invite speakers to present to staff when practical.

The College teaching and learning environment



A summary of the core elements of Setanta College Teaching and Learning environment.

Appendix 4: College Reporting and Reviews

Setanta College Review and Reporting responsibilities and dates

Review/Report	Responsibility	Frequency/Date
Institutional Review	Senior Management	Every 5 years
Programmatic Review	Academic Director	Every 5 years
Academic Council Annual Report	Chair Academic Council	Yearly - October
Programme Board Review	Programme Leaders	Yearly - August
External Examiners reports	External examiner	Yearly - September
Stakeholders Review	Head of Admin	Yearly - August
Knowledge Committee Reports	Knowledge Officer/Chair AC	Yearly - April
Tutor Module Reviews	Tutors Dir of Progs	Yearly – September
Staff Survey	Head of Admin – Dir of Progs	Yearly -August
Learner feedback	Head of Admin /Chair AC	Yearly- Quarterly
Graduate survey	Head of Admin/Chair AC	Yearly – September
Learner Induction survey	Head of Admin	Ongoing

Appendix 5: College Policies

Setanta College statement on ethical principles

Setanta College Ethical Principles

Integrity

Setanta College will manifest the highest level of integrity in all our professional undertakings, dealing with others honestly and fairly, abiding by our commitments, and always acting in a manner that merits the trust and confidence others have placed in us.

Respect for the Law

Setanta College will follow all applicable laws and regulations and carefully and reflectively advise learners and scholars regarding those laws and regulations. We will seek out appropriate guidance and advice when regulations appear contradictory, ambiguous, or confusing or when a situation is beyond our role or competency.

Quality

Setanta College will strive constantly to provide high quality and educationally valuable programs and services. We regularly will evaluate and review our work in order to improve those programs and services and will seek out and adopt exemplary practices.

Competence

Setanta College will undertake our work with the highest levels of competence and professionalism, regularly seeking and acquiring the training and knowledge necessary to do so. Our commitment to professional competence will extend to exercising thorough oversight of external programs and placements. Through careful planning and the development and implementation of appropriate policies, we will do our utmost to ensure the safety, security, and success of learners, staff, faculty, and scholars.

Diversity

Setanta College will respect the dignity and worth of all people and be properly attentive and responsive to the beliefs and cultural commitments of others. In the

planning, development, and implementation of programs and services we will engage respectfully with the diversity of peoples and perspectives.

Transparency

Setanta College will demonstrate the appropriate level of transparency in dealings with individuals and organisations. In collaborations with other institutions and individuals we will proceed on the bases of equality and mutuality. Transactions with external providers of programs and services will be conducted professionally, always keeping the welfare of learners foremost, and disclosing any potential conflicts of interests. We will provide faculty, staff, learners, and scholars with the information they need to make good decisions about program participation and to facilitate their adjustment to the locales and cultures where they will study or work.

Access

In planning, developing, and implementing our programs Setanta College will strive to ensure that they are accessible to all qualified individuals, doing our utmost to guarantee that education is available to all who desire it and can benefit from it.

Responsiveness

Setanta College will maintain open and readily accessible communication with individuals in our programs and services and with our institutional partners. This includes providing learners with the appropriate level of support based on age, experience, language ability, and placement.

Setanta College Policy on Equal Opportunities, Dignity and Respect at work

Setanta College respects the dignity and diversity of all our students and staff. We aim for a College community that is free from intimidation and discrimination.

We aim to create the conditions whereby students are treated solely on the basis of their merits, abilities and potential by ensuring that no member of the College is unfairly discriminated against as a result of gender, race, ethnic or national origin, age, social background, disability, religion, family status, marital status, membership of the Travelling Community or sexual orientation.

In promoting equal opportunities, Setanta College will develop effective measures for ensuring that all groups and individuals are able to work and study in an environment which is free from discrimination and harassment.

We accept our responsibilities under human rights and anti-discrimination legislation and codes of practice, and the need for positive action to redress inequalities.

All students and employees are expected to promote a culture that values diversity and equality of opportunity in all areas of College life.

Setanta College operates within the Equal Status Act 2000 to 2004. This Act places an obligation on educational establishments to avoid discrimination. The section of relevance is Section 7 in the 2000 Act.

Setanta College Anti-Bribery Policy

It is the policy of Setanta College to conduct all of our business in an honest and ethical manner. We take a zero tolerance approach to bribery and corruption. Corruption is defined in the Department of Justice's White Paper on White Collar Crime as "*the misuse of public entrusted power for private gain*". Bribery, a specific form of corruption, involves the "*offering, promising or giving of something in order to improperly influence another in carrying out their duties*".

Setanta College are committed to acting professionally, fairly and with integrity in all our business dealings and relationships wherever we operate and implementing and enforcing effective systems to counter bribery.

Setanta College will uphold all laws relevant to countering bribery and corruption in all the jurisdictions in which we operate. However, we remain bound by the laws of the, Irish Prevention of Corruption (Amendment) Act, 2010, and the UK Bribery Act 2010 in respect of our conduct both at home and abroad.

Who is covered by the policy?

This policy applies to all individuals working at all levels and grades, including senior managers, officers, Directors, employees (whether permanent, fixed-term or temporary),

consultants, contractors, trainees, seconded staff, casual workers and agency staff, volunteers, interns, agents, sponsors, or any other person associated with us, or any of our subsidiaries or their employees, wherever located (collectively referred to as employees in this policy).

This policy covers:

- Bribes
- Gifts and hospitality
- Facilitation payments

Bribes

Employees must not engage in any form of bribery, either directly or through any third party (such as an agent or distributor).

Gifts and hospitality and facilitation payments

Employees must not offer or give any gift or hospitality:

- Which could be regarded as illegal or improper, or which violates the recipient's policies; or
- To any public employee or government officials or representatives, or politicians or political parties; or

Employees may not accept any gift, hospitality or payments from our business partners if:

- It is in cash; or
- There is any suggestion that a return favour will be expected or implied.

If it is not appropriate to decline the offer of a gift, the gift may be accepted, provided it is then declared to the employee's manager and donated to charity.

We appreciate that the practice of giving business gifts varies between countries and regions and what may be normal and acceptable in one region may not be in another. The test to be applied is whether in all the circumstances the gift or hospitality is reasonable and justifiable.

Employee responsibilities

Employees must ensure that you read, understand and comply with this policy.

The prevention, detection and reporting of bribery and other forms of corruption is the responsibility of all those working for us or under our control. All employees are required to avoid any activity that might lead to, or suggest, a breach of this policy.

You must notify the College CEO as soon as possible if you believe or suspect that a conflict with or breach of this policy has occurred, or may occur in the future.

Any employee who breaches this policy will face disciplinary action, which could result in dismissal for gross misconduct. Setanta College reserve our right to terminate our contractual relationship with other workers if they breach this policy.

How to raise a concern

You are encouraged to raise concerns about any issue or suspicion of malpractice at the earliest possible stage. If you are unsure whether a particular act constitutes bribery or corruption, or if you have any other queries or concerns, these should be raised with the CEO.

Monitoring and review

The CEO of Setanta College will monitor the effectiveness and review the implementation of this policy, regularly considering its suitability, adequacy and effectiveness. Any improvements identified will be made as soon as possible. Internal control systems and procedures will be subject to regular audits to provide assurance that they are effective in countering bribery and corruption. All employees are responsible for the success of this policy and should ensure they use it to disclose any suspected danger or wrongdoing. Employees are invited to comment on this policy and suggest ways in which it might be improved. Comments, suggestions and queries should be addressed to the CEO.

This policy does not form part of any employee's contract of employment and it may be amended at any time.

Setanta College Learner Disability Policy

Setanta College is committed to implementing a policy of equal opportunities for learners with disabilities.

Disability” is understood to mean: “a substantial restriction in the capacity of the person to carry on a profession, business or occupation in the State or to participate in social or cultural life in the State by reason of an enduring physical, sensory, mental health or intellectual impairment.” *Disability Act 2005, p.6.*

The College will ensure, through the availability of learner support services, that no learner is disadvantaged by reason of having a disability, within reason and budgetary limitations.

The College welcomes applications from learners with disabilities and will take every reasonable action, within budgetary limitations, to ensure that specific requirements are met and that all learners are able to participate as fully as is practicable in the academic and social life of the College.

The College encourages learners to disclose their disabilities during the application process or following admission to the College. This is done by notifying the College administration staff.

All learners are encouraged to disclose their disabilities, as non-disclosure will severely limit ability to access appropriate procedures, accommodations and supports.

The College will ensure that all facilities are accessible to all learners insofar as is possible. This includes physical accessibility to and within the buildings, as well as access to information.

Setanta College Health and Safety Policy

Setanta College is committed to ensure the Safety, Health and Welfare of all students and staff through the provision and maintenance of a safe environment in which learning can take place. It is the Policy of the College to comply with legal safety, health and welfare requirements as a minimum standard, and with relevant codes of practice and guidelines where appropriate. The College undertakes to take reasonable care to ensure that students and staff will be safe while on the College's premises and any premises rented by the College, provided that students and staff use the premises for the purposes for which they are designed and carry out permitted activities only.

Students and staff will be expected to comply with all rules and regulations designated by the College to ensure that you do not endanger the health and safety of themselves, fellow students or staff.

All accidents must be reported to College Head of Administration. It is the duty of the Head of Administration to record all accidents reported and to investigate the root cause and implement corrective actions as appropriate. The Head of Administration should call on all necessary resources to complete this investigation whether they are internal or external personnel.

Setanta College has a comprehensive safety manual for use of Gym facilities for workshops and lectures, it is the learner and staff responsibility to ensure they are familiar with this manual.

It is Setanta College responsibility to ensure:

- regular cleaning and maintenance of all areas where workshop and lectures take place;
- risk assessments of all hazards in these facilities have been conducted;
- a proper response to all reported incidents/comments.

Setanta College Staff development policy

Setanta College will ensure that its procedures for recruitment and selection of staff lead to the employment of suitably qualified and skilled individuals. The College will also ensure that all staff are reviewed and provided with constructive feedback and encouraged to engage in continuing professional development. It is the role of the Academic Director to oversee continuing professional development among staff. Staff professional development takes place in the context of the strategic priorities of Setanta College, which are established by the senior management team. The knowledge officer also advises on training of staff on Flexible and Distributed Learning technologies. Specific training for staff to support programme or College developments are organised as needed. All staff receive training in teaching through Flexible and Distributed Learning mediums.

Performance Review

The Academic Director conducts a performance review with each teaching staff member once a year. This review is to ensure that teaching staff receive constructive feedback on teaching performance, to allow them identify key strengths and areas for improvement, and to agree action plans around same. Performance Review is based on a number of different feedback and evaluation techniques:

- Learner Module and Programme Evaluations
- Tutor Self Review
- Peer Review
- Workshop Review

The review discussion can take place in person, via live meeting or Skype, via conference or email. During this discussion, development needs are identified and appropriate actions to be taken to support this development are agreed. A record of this discussion is retained by the Academic Director.

Setanta College Staff Induction Process and Checklist

Employee Arrives

Item	Time	Comments	Who
Introduction to Setanta team	9:30a.m		
Complete Employee Information form	9:45a.m		
Sign & Return Handbook Receipts	9:45a.m		
Issue & Review Employee Handbook	9:50a.m		
Office address & phone numbers	9:50a.m		

Familiarisation with Surroundings

Item	Time	Comments	Who
Location of toilets	10:00a.m		
Location of refreshment area	10:05a.m		
Location of emergency exit	10:10a.m		
First Aid Point	10:15a.m		
Health & Safety Overview	10:20a.m		
Tour of Chamber offices and sports lab	10:25a.m		

Setanta office

Item	Time	Comments	Who
Post procedure (incoming & outgoing)	11:20a.m		
Stationery procedure	11:20a.m		
College current affairs	11:00a.m		
Issue: <input type="checkbox"/> IT equipment <input type="checkbox"/> Telephone <input type="checkbox"/> Setanta clothing <input type="checkbox"/> Setanta Business Cards	11:20a.m		
Setup logins for: <input type="checkbox"/> Email Account & Office 365 <input type="checkbox"/> Moodle <input type="checkbox"/> Vimeo <input type="checkbox"/> YouTube	11:05a.m		
Setup Dropbox Account	11:05a.m		
Record key dates in Calendar <input type="checkbox"/> Expenses submission	11:30a.m		
How to record holidays in calendar	11:05a.m		

Setanta Procedures

Item	Progress	Comments	Who
Review Setanta Quality Manual	11.45a.m		
Detailed review of Pay Procedure	11:35a.m		
Detailed review of Expenses Procedure	11:40a.m		

Product Training

Item	Time	Comments	Who
Overview of: <input type="checkbox"/> Module Ladder <input type="checkbox"/> Products <input type="checkbox"/> Approach <input type="checkbox"/> Examples <input type="checkbox"/> Website <input type="checkbox"/> Social Media	12p.m 12:30p.m		
Coordinate diaries to arrange product training	12:45p.m		
Review immediate Setanta training requirements	12:30p.m		
Complete CPD (continuous Professional Development) list	12:50p.m		

Sales & Delivery

Item	Time	Comments	Who
Define Quarterly Sales Targets	12:p.m		

Appendix 6: Legal Framework of College Quality Assurance System

The legal basis for the QQI quality assurance guidelines is set out in the Qualifications and Quality Assurance (Education and Training) Act 2012. The 2012 Act sets out the functions of QQI, which include the many references to statutory quality assurance guidelines; the issuing of guidelines for providers to inform the development of provider quality assurance (QA) procedures. The below table outlines where legal requirements of the 2012 Act inform Setanta College procedures.

		QA Handbook Relevant Chapter/s
QQA Act 2012		
Section 28(1)	Subject to sections 29, 30, 32 and 33, each relevant provider and linked provider shall establish procedures in writing for quality assurance for the purposes of establishing, ascertaining, maintaining and improving the quality of education, training, research and related services the provider provides.	Chapter 2
28(2)	Each relevant provider and linked provider shall have regard to the guidelines issued by the Authority under section 27(1)(a) in establishing procedures under subsection (1).	Chapter 2
28(4)(a)	Procedures under subsection (1) shall include procedures for— (a) evaluation, subject to subsection (5), from time to time as the provider thinks appropriate, by the provider and by enrolled or formerly enrolled learners of the education, training, research and related services provided by that provider,	Chapters 10 & 11
Section 45(3)(b)	Providers offering programmes leading to QI awards must: “establish procedures which are fair and consistent for the assessment of enrolled learners to ensure the standards of knowledge, skill or competence determined by the Authority under section 49(1) are acquired, and where appropriate, demonstrated, by enrolled learners” and	Chapter 4
45(3)(d)	“provide to the Authority such information as	Chapter 8 & 11

	the Authority may from time to time require for the purposes of the performance of its functions, including information in respect of completion rates”	
45(5)	A provider who falsely claims or represents that the Authority has validated a programme of education and training of the Provider, commits an offence.	Chapter 8
Section 50(8)	A provider commits an offence if, in relation to a programme of education and training of the provider, the provider falsely claims or represents that upon— (a) completion by a learner of that programme, or (b) the attainment by a learner of a specified standard of knowledge, skill or competence upon completion by the learner of that programme, the learner is entitled to an award of the Authority.	Chapter 8
Section 56(2)	(Each relevant provider and linked provider shall ... in accordance with those policies and criteria, establish procedures for access, transfer and progression in relation to learners to be implemented by the provider concerned.	Chapter 5
56(3)	The procedures referred to in subsection (2) shall include procedures for credit accumulation, credit transfer and identification and formal assessment of the knowledge, skills or competence previously acquired by learners.	Chapter 5
Part 6 Section 64	Providers seeking validation from QQI of programmes of longer than three months duration where moneys are paid by or on behalf of the learner will have arrangements for the protection of enrolled learners in place. These arrangements will consist of either (a) an agreement between the provider of the programme and at least 2 other providers that an enrolled learner may transfer to a similar programme of those other providers, or (b) where the provider considers, with the agreement of the Authority, that it is not	Chapter 5

	<p>practicable to comply with paragraph (a), that provider has arrangements in place which enable that provider to refund to an enrolled learner, or to the person who paid the moneys on behalf of the enrolled learner, the moneys most recently paid in respect of the programme concerned for—</p> <ul style="list-style-type: none"> (i) tuition fees, (ii) registration fees, (iii) examination fees, (iv) library fees, (v) learner services fees, and (vi) any other fees which relate to the provision of education, training and related services 	
Section 66	<p>The Authority may request any relevant provider to assist the Authority in its reasonable efforts under subsection (1). Upon receipt of a request under subsection the relevant provider concerned shall assist the Authority in so far as it is practicable to do so.</p>	Chapter 5
Section 67(1)	<p>A provider shall, before commencing a programme of education and training and before accepting any payment from or on behalf of an enrolled learner in respect of the programme, notify the enrolled learner in writing of the following:</p> <ul style="list-style-type: none"> (a) where completion of the programme by the learner and attainment by the learner of a specified standard of knowledge, skill or competence upon such completion entitles the learner to an award— <ul style="list-style-type: none"> (i) the name of the awarding body or, where appropriate, awarding bodies making the award, (ii) the title of the award, and (iii) whether the award is recognised within the Framework, and if so— <ul style="list-style-type: none"> (I) the level of that recognition within the Framework, and (II) whether the award is a Major, Minor, Special Purpose or Supplemental award as identified within the Framework; (b) where completion of the programme by 	Chapter 5

	<p>the learner and the attainment by the learner of a specified standard of knowledge, skill or competence upon such completion does not entitle the learner to an award, that fact;</p> <p>(c) where the provider is required to have procedures for access, transfer and progression in place under section 56, a statement of how those procedures apply to that programme;</p> <p>(d) where the provider is required to have arrangements in place under section 65, details of the arrangements the provider has in place under subsection (4) of that section.</p>	
67(2)	<p>A provider to whom subsection (1) applies shall notify the enrolled learner in writing of any change in the information notified to the learner under subsection (1) within 14 days after becoming aware of that change.</p>	Chapter 5
67(3)	<p>A provider who—</p> <p>(a) fails to comply with subsection (1) or (2), or</p> <p>(b) in purported compliance with subsection (1) or (2), provides an enrolled learner with information which is false or misleading in a material respect, commits an offence.</p>	Chapter 5
Part 9 Section 78(1)-(4)	<p>If a particular entered in the register is incorrect or has ceased to be correct, the provider to which the entry relates shall, as soon as may be after becoming aware of its being incorrect, inform the Authority accordingly.</p>	Chapter 8

Appendix 7: Forms for FDL development

Course schedule tracker

Programme	Module	Lecture Week	Release date	Scheduled for Dev	Category	Author	Stage Status	Stock Footage Status	Video Status	Date Complete	Comments
BSc Part-Time(Setanta)	Functional Screening										
BSc Part-Time(Setanta)	Resistance Training 1										
BSc Part-Time(Setanta)	Resistance Training 2										
BSc Part-Time(Setanta)	Foundations of S&C										
BSc Part-Time(Setanta)	Speed Development										
BSc Part-Time(Setanta)	Endurance Development										
BSc Part-Time(Setanta)	A & P & Biomechanics										
BSc Part-Time(Setanta)	Growth, Movement & Development										
BSc Part-Time(Setanta)	LTPAD										
BSc Part-Time(Setanta)	Coaching Skills										
BSc Part-Time(Setanta)	Coaching Philosophy & Sports Psychology										
BSc Part-Time(Setanta)	Fitness Testing										
BSc Part-Time(Setanta)	Coaching Technology										
BSc Part-Time(Setanta)	Sports Nutrition										
BSc Part-Time(Setanta)	Health, Injuries & Rehabilitation										
BSc Part-Time(Setanta)	Strength & Conditioning for Special Populations										
BSc Part-Time(Setanta)	Planning & Managing S&C programmes										
BSc Part-Time(Setanta)	Data Management & Sports Specific Studies										
Professional Masters	Advanced S&C										
Professional Masters	Sports Nutrition										
Professional Masters	Fitness Testing + Coaching Technology										
Professional Masters	Human Motion + Movement Analysis										
Professional Masters	Biomedical Studies										
Professional Masters	Project										
BSc Part-Time(USW)	Resistance Training										
BSc Part-Time(USW)	Functional Screening										
BSc Part-Time(USW)	A&P and Biomech										
BSc Part-Time(USW)	Speed/Agility/End										

Module Planning Form

Programme:		
Author:		
Knowledge Officer:		
Multimedia Developer:		
Instructional Developer:		
Module title:		
Module learning outcomes:		
Module description:		
Number of hours online content:		
Number of live tutorials/webinars:		
Number of on-sites/conference days:		
	Yes/ No	
Progress tracking:		Do students need to make a forum post/respond to a post?
Progress tracking:		Will tutors review blog posts, forum posts, tasks sent to them by e-mail?
Refer to Module Learning Outcomes when considering deployment of each element below		
Multimedia presentation [Video, Articulate or Podcast]		
E-portfolio work?		
Forum discussion?		
Collaboration/group work?		
Peer review?		
Reflection?		
Quiz/Knowledge Check?		
Survey?		
Glossary?		
Other		
Assessment details		
Reading list		
Any other relevant information:		

Weekly Lecture Plan

Author name:	
Delivery Date:	
Module:	
Module ECTS credits:	
Module NFQ level:	
Module Learning outcomes:	
Module objectives:	
Week number from 1-12:	

DP lecture objectives

Preparation Plan
Lesson overview- (what will be covered) E.g. In this week's lectures we will cover..... This will enable you to.....
Lesson learning objectives- (aligned to module outcomes): 1. 2. 3. 4. 5. 6.
Preparation of assessment material: E.g. Quiz questions

KMT execution plan

Execution Plan			
Objective (from above)	Associated task e.g. Quiz	Time	Study/Practice/ Participate
Objective	E.g. Online quiz	<time>	Participate
Objective	E.g. Workshop	<time>	Practice
Objective	Presentation video	<time>	Study
Objective	<insert details here>	<time>	
Objective	<insert details here>	<time>	
Objective	<insert details here>	<time>	

KMT review plan

Review Plan			
Activity	Description	Time	Notes
Editorial review	By the KO	<time>	
Functional review	By the ID	<time>	
Presentation review	By the KO and ID	<time>	

