



1.1 Governance Structure

Setanta College's governance infrastructure has been established to ensure that it is governed and managed effectively, with clear and appropriate lines of accountability for each area of responsibility.

A governance structure (Figure 1.1) is in place to ensure that there is adequate oversight of the financial and operational activities of the organisation and that all legal, policy and ethical requirements are complied with.

Through the application of its governance structure, the College ensures that Quality Assurance and standards of academic oversight are in place and that decisions regarding admission, assessment and progression of any individual Learner are maintained completely separate from those regarding financial and other commercial considerations.

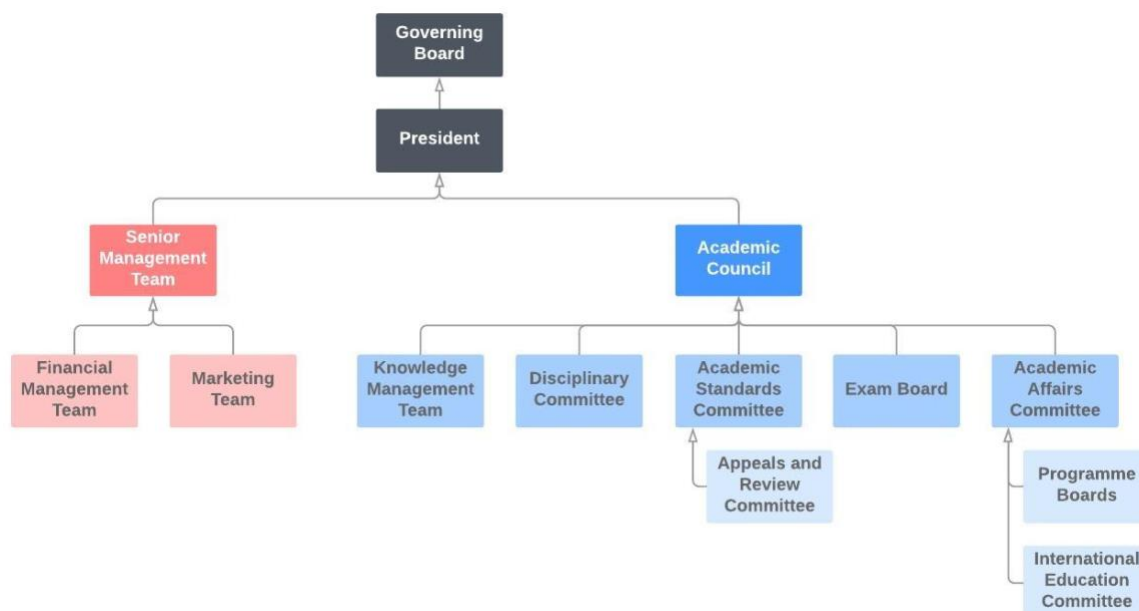


Figure 1.1. Setanta College Governance Structure describing Management and Academic Bodies.

1.1.1 Governing Board

The Governing Board has overall accountability for the governance of the College. The identification and selection of the members of the Governing Board is guided by the considerations around composition and size of Governing Authorities in Higher Education.

Membership within the Governing Board includes six external members, four of whom have a strong academic background. Two external members also have commercial and legal expertise. The chair is an independent member with an academic background in governance. This composition of external membership reflects an independence and externality within the Board. It ensures that the College's vision, mission and goals and strategic actions are independently informed and take cognisance of the need to ensure strong academic governance.

The Governing Board includes two share-holding directors of Setanta College and one non share-holding director. The Governing Board is the Board of Directors in the context of company legislation and in that regard complies with all requirements of the Companies Act (2014).

The Governing Board supports the College President in ensuring that the College is stable and in good financial standing, with a reasonable business case for sustainable provision. In that context, the College President and the Commercial Director report routinely to the Governing Board in terms of financial and organisational sustainability. Likewise, the College Registrar reports to the Governing Board on issues relating to Academic Affairs, programme and staff performance and quality of programme delivery.

Terms of Reference of the Governing Board

Role	The role of the Governing Board is to provide strategic guidance and to monitor the activities and effectiveness of the management of the College.
Responsibilities	<ul style="list-style-type: none">Review compliance to statutory and common law dutiesAdvise on industry trends and future programme developmentEnhance public confidence within the sport and exercise industryEnhance public and stakeholder confidence in the quality of education at the College.Oversee strategic developmentAdvise on strategic planningOversee compliance with quality assurance proceduresOversee budgetary/financial governance of the organisationReview risk assessment and mitigation reports and devolve responsibility to both the Senior Management Team and Academic Council where immediate action is required.
Membership	<ul style="list-style-type: none">External Chair of the Academic CouncilCollege President

	College Commercial Director College Registrar External Academic members x 4 External members x 2 (Commercial & Legal Experience)
Quorum	Minimum of four excluding two share-holding directors
Meetings	Three times a year

1.1.2 Senior Management Team

The Senior Management Team (SMT) is comprised of the Commercial Director, College Registrar and Academic Director. This team brings together senior academic, compliance and commercial positions, to help ensure that the College has a coordinated, clear and strategic direction. This team is responsible for the day to day running of the College, implementation of the Strategic Plan and also serves to complement the work of the Academic Council and Academic Affairs Committee.

Terms of Reference of the Senior Management Team

Role	The Senior Management Team is responsible for overseeing the day-to-day management and academic development of the College
Responsibilities	Develop and implement the College's strategic plan Oversee the operational management of the College Consider and monitor human resources requirements Oversee marketing and brand awareness Manage resources to make sure that appropriate and effective facilities and services are available and scheduled to ensure the quality of delivery to Learners Manage access facilitation for Learners with disabilities Monitor progress against strategic goals Manage the College Risk strategy
Membership	Academic Director Commercial Director (Chair) College Registrar
Meetings	Formal monthly meetings with informal meetings on an ongoing basis
Reports to	Governing Board

1.1.3 Academic Council

The Academic Council of Setanta College has overall responsibility for implementing the educational strategy as set by the Governing Board. It will manage and support the Academic Boards and Committees of the College.

Terms of Reference of the Academic Council

Role	The Academic Council is responsible for the implementation of the academic standards and quality assurance policies and procedures of Setanta College
Responsibilities	Ensure academic monitoring and review Ensure coherence of academic policies with strategic plan Review and approve new programme(s) Manage sub-groups and review of same as appropriate Review outcomes of all academic appeals with a view to identifying any policy changes required Approve External Examiner(s) Review External Examiner's Report Review Examination Board minutes Review and approve implementation of all quality assurance policies, procedures and amendments Take appropriate actions following review external examiner report and examination board minutes Approve proposed amendments to QA policies and procedures with regards to assessment Review risk assessment and implement mitigation actions in relation to Academic affairs Review Learner deferral considerations
Membership	Chair of Academic Council (external) Academic Director Head of Learner Services Programme Leaders Programme Administrator College Registrar Learner Representative Educational Technology Manager Quality Assurance Officer
Quorum	Minimum of five, excluding the College President
Decision-making	By vote. Each member excluding the College President will have an equal vote. Chair will have casting vote.
Meetings	Twice a year and after each Examination Board to ratify results

Reports to	Governing Board via annual report of the Academic Council
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1.1.4 Examination Board

Terms of Reference of the Examination Board

Role	The Examination Board meets to consider moderated results following the meeting of the Internal Examiners
Responsibilities	Consider Assessment Findings Determine Progression Eligibility Authenticate Assessment results Ratify Assessment Results Review Assessment related penalties Oversee and approve classifications of awards Consider External Examiner(s) report(s) Review assessment statistics, trends and benchmarking
Membership	Internal Examiners (Programme Leaders and Academic Director) External Examiner(s) College Registrar (Chair) Programme Administrator Learner Representative (from a different programme)
Quorum	Minimum attendance of three to include the College Registrar, External Examiner and at least one Programme Leader
Meetings	Every Autumn following the meeting of the Internal Examiners
Reports to	Academic Council

1.1.5 Academic Affairs Committee

Terms of Reference of the Academic Affairs Committee

Role	The Academic Affairs Committee meets to ensure that the College's quality assurance policies and procedures are effective, fit for purpose and working correctly
Responsibilities	Process any changes to quality assurance documentation and to submit such changes to the Academic Council for adoption Action issues that arise from quality assurance monitoring processes following annual report to the Academic Council meeting Monitor the effectiveness of all quality assurance procedures through the various boards and committees of the College

	<p>Monitor transnational/international programmes quality assurance through the International Education Committee report</p> <p>Complete any functions delegated to it by the Academic Council</p> <p>Reports to Academic Council on all aspects of academic affairs and presents an annual report and recommendations to the Academic Council</p>
Membership	<p>College Registrar</p> <p>Quality Assurance Officer</p> <p>Programme Leaders</p> <p>Teaching and Learning Co-Ordinator</p> <p>Programme Administrators</p> <p>Student Services Manager</p> <p>International Co-Ordinator</p> <p>Regional Co-Ordinator</p>
Quorum	At least three members
Meetings	Four times a year
Reports to	Academic Council

1.1.6 Academic Standards Committee

Terms of Reference of the Academic Standards Committee

Role	Review issues arising in relation to Learner conduct during learning and assessment and manage Learner Stage 2 assessment review
Responsibilities	<p>Resolve requests relating to learning and assessment reviews that are deemed formal in nature</p> <p>Make recommendations for dealing with such issues</p> <p>Develop policies and procedures to reduce risk of disciplinary issues arising/developing</p>
Membership	<p>Academic Director (Chair)</p> <p>Programme Leader – not related to the Learner programme of study</p> <p>Teaching and Learning Co-Ordinator</p> <p>Quality Assurance Officer</p> <p>International Co-Ordinator</p> <p>The Learner concerned may choose to address the Committee on the circumstances of the review. In the event of the Learner seeking this opportunity a person of his/her choice may accompany the Learner.</p>
Quorum	Chair and two others
Meetings	As required
Reports to	Academic Council

1.1.7 Programme Board

Terms of Reference of the Programme Board

Role	<p>The Programme Board monitors and reviews all current programmes. Four programme boards currently operate within the academic structure of the College.</p> <ul style="list-style-type: none">• MS Performance Coaching (Irish American University, Accrediting Partner)• BSc Strength & Conditioning (QQI)• Higher Certificate in Strength & Conditioning (QQI)• Certificate in Strength & Conditioning (QQI)
Responsibilities	<p>Develop and review programme content</p> <p>Plan and monitor relevance of examinations and assessment</p> <p>Programmatic Review</p> <p>Approve Assessment Techniques (Methods) and Guidelines</p> <p>Review Learner performance, retention & feedback</p> <p>Monitor and recommend enhancements related to Assessment</p> <p>Monitor programme progression</p> <p>Recommend new programmes to Academic Council</p> <p>Implement CPD programme for Academic staff</p> <p>Adopt recommendations from External Examiner annual reports</p>
Membership	<p>Academic Director (Chair)</p> <p>Programme Leaders</p> <p>Assistant Programme Leaders</p> <p>College Registrar</p> <p>Educational Technology Manager</p> <p>Teaching and Learning Co-Ordinator</p> <p>Quality Assurance Officer</p> <p>Student services manager</p> <p>Learner Representative(s)</p>

1.1.8 Disciplinary Committee

Terms of Reference of the Disciplinary Committee

Role	To process cases where social and professional standards have been compromised in relation to Learner's staff complaints and Learner's misconduct unrelated to academic performance
Responsibilities	Investigate Learner's staff-related complaints Investigate Learner misconduct Provide annual report to Academic Council
Membership	College Registrar (Chair) Three other members as appointed by the College President (the members will include at least one experienced external academic) The Learner and their own representative may also attend. Note: No member of the committee will have been previously associated with the complaint.
Quorum	Chair and two others
Meetings	As required
Reports to	Academic Council via annual report where appropriate

1.1.9 Appeals and Review Committee

Terms of Reference of the Appeals and Review Committee

Role	Review appeals of examination and assessment grades or appeals against the decisions of the Academic Standards Committee and Examination Boards/Committees
Responsibilities	Consider appeals relating to Learner review of assessment, grade and award Determine the outcome of such appeals following the investigation process Where an appeal is accepted the Appeals and Review committee is required to determine the appropriate actions to be taken.
Membership	The College Registrar (Chair) Chair of the Academic Council Programme Leader from a different programme whence the appeal has originated External Academic with experience of appeals The Learner concerned may choose to address the Committee on the circumstances of the appeal. In the event of the Learner seeking this opportunity a person of his/her choice may accompany the Learner.

Quorum	Chair and two others
Meetings	As required
Reports to	Academic Council via annual report where appropriate

1.1.10 Knowledge Management Committee

Terms of Reference of the Knowledge Management Committee

Role	The Knowledge Management Committee will implement the College's online teaching and learning strategy. This will be done in accordance with best practice in blended learning pedagogy.
Responsibilities	Research and ensure that the College remains at the forefront of Learner focused technology Benchmark the College programmes nationally and internationally Critically evaluate, recommend and provide blended learning tools Provide annual report to the Academic Council
Membership	Educational Technology Manager Multimedia Developers Instructional Designers Academic Director (Chair) Content Creators
Quorum	Minimum of three members including Educational Technology Manager and Academic Director
Decision-making	By vote. Each member will have an equal vote. Chair will have casting vote.
Meetings	Weekly
Reports to	Academic Council via annual report

1.1.11 International Education Committee

Terms of Reference of the International Education Committee

Role	Responsible for the operation of the College's transnational activities reporting directly to the College Registrar
Responsibilities	Oversee consistency in the quality of delivery of programmes to international Learners Review the processes for ensuring compliance for education, employment, health and safety and other requirements of international locations
Membership	International Co-Ordinator Regional Co-Ordinator(s) College Registrar Academic Director

	Programme Leader Teaching and Learning Co-Ordinator Programme Administrator
Quorum	At least three members. Both the International Co-Ordinator and Regional Co-Ordinator are required to be in attendance, either in person or remotely
Meetings	Four times a year
Reports to	Academic Affairs Committee

1.1.12 Roles within the College

Figure 1.2 describes the individual roles within Administration, Academic and Commercial departments within Setanta College.

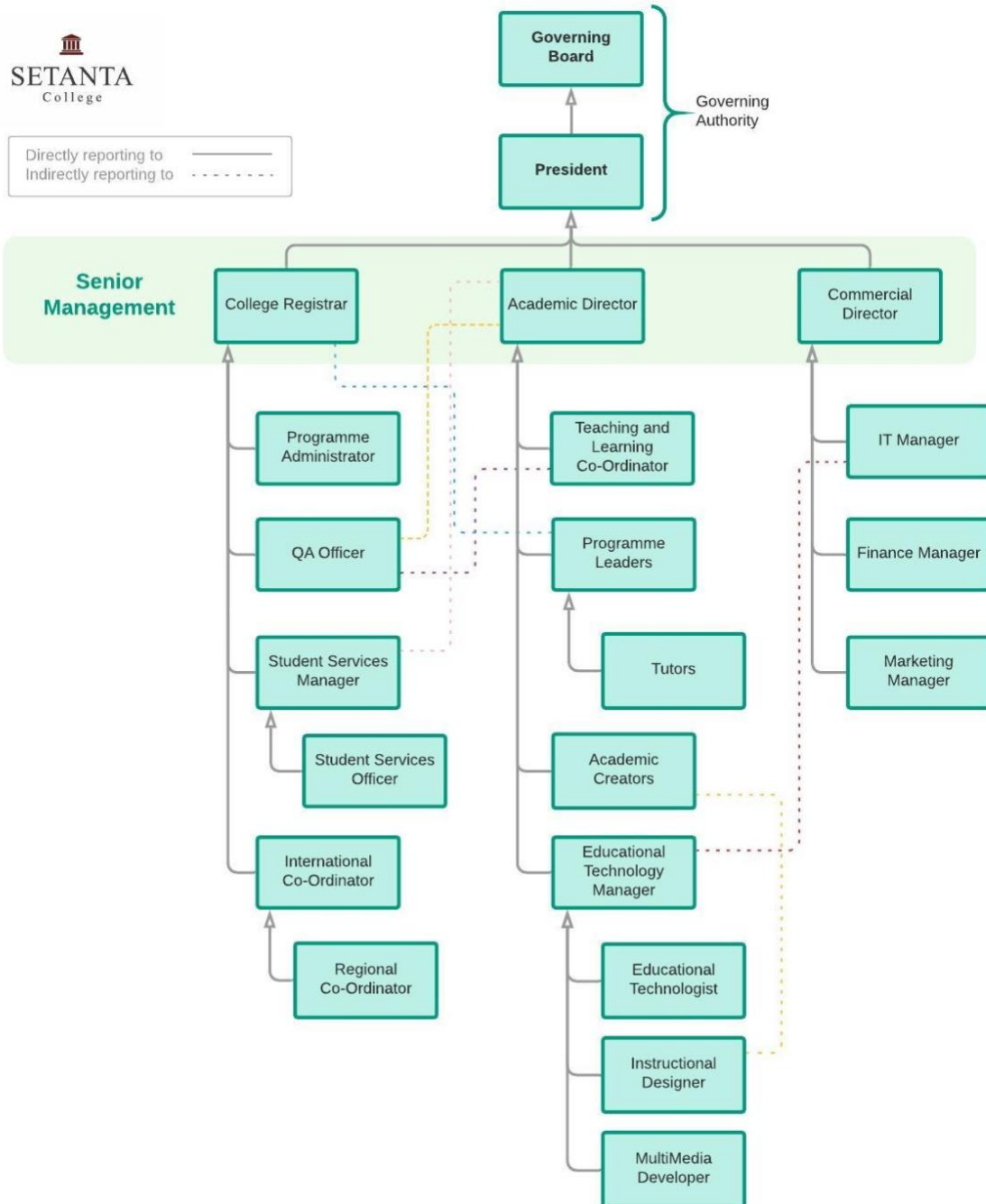


Figure 1.2. Setanta College Organisation Chart describing individual Administration, Academic and Commercial Roles.

1.1.13 Roles and Responsibilities of College President

	College President
Purpose	The College President is the principal officer of the College. The key role of this position is to control and direct the activities of the College and staff
Responsibilities	<ul style="list-style-type: none"> • Responsible for the efficient and proper daily management of the College • Ultimate accountability and responsibility for all departments and affairs institution-wide • The College President is entitled to attend both Senior Management Team and Academic Council meetings
Reports to	Governing Board

1.1.14 Roles and Responsibilities of Academic Director

	Academic Director
Purpose	Overall responsibility for the academic leadership and direction of the College.
Responsibilities	<ul style="list-style-type: none"> • Ensure that Learners are enrolled in the approved programme for which there are studying • Oversee the procedures for Learner access and admission • Assist in procedure for Learner deferral and withdrawal • Ensure that learning materials and methods are consistent to the programme aims and outcomes • Lead the knowledge management committee in content development and instructional design • Ensure that procedures for assessment and moderation are implemented • Audit reports on programme and Learner evaluation • Ensure that inputs are made to appropriate committees for programme changes, external reports and research monitors • Ensure that approved programme evaluation and review processes are carried out • Work with the teaching faculty in devising and reviewing programme schedules • Prepare a range of reports crucial to Quality Assurance processes including monitoring reports, annual programme reports and external moderation reports • Liaise with external partners • Manage Learner complaints process where requested • Chair Academic Standards Committee
Reports to	Senior Management Team Academic Council

1.1.15 Roles and Responsibilities of Commercial Director

	Commercial Director
Purpose	Overall responsibility for commercial activities and legal compliance of the College.
Responsibilities	<ul style="list-style-type: none"> • Responsible for the daily operation, effectiveness and continuous improvement of the overall College marketing department • Undertake the daily operation and running of the College in the College President's absence – but may not sit on Academic Council • Oversee the accounting and finance function of the College • Develop and maintain key strategic academic and industry related partnerships
Reports to	Senior Management Team

1.1.16 Roles and Responsibilities of College Registrar

	College Registrar
Purpose	To deliver major aspects of academic administration and Learner support and for ensuring that there is an effective Quality Assurance system in place.
Responsibilities	<ul style="list-style-type: none"> • Effectively manage the College Registrar's office • Manage oversight of academic quality and standards, academic records and examinations • Secure resource allocations for the delivery of approved programmes. • Maintain current regulations, programme files and links with QQI, accrediting bodies and education partners • Organise academic requirements for conferring degrees and award ceremonies • Liaise with agencies to facilitate external programme validation from accrediting bodies • Act as Secretary of Academic Council and set the agenda of the Academic Council • Assist Governing Board members, Directors, consultants, senior management group and Academic Director in their duties • Document all meetings and following up on the actions required (AR's) from all board and committee meetings • Deal with and direct College and programme enquiries • Oversee all Learner communications from pre-entry throughout their Learner experience • Maintain records, reports and audit trails • Act as the main point of contact with QQI, accrediting bodies and education partners • Work closely with the programme tutors on issues such as; workshops, materials and resources, Learner evaluations and appeals procedures • Plan for and secure the needs and resources required for the smooth running of flexible and distributed learning resources

	<ul style="list-style-type: none"> • Manage the assessment processes to ensure the integrity of all academic decisions regarding admission and progression • Manage Learner Complaints end stage procedure • Oversee Learner requests for deferral and withdrawal • Appoint ad-hoc appointees and other board/committee members • Data Protection Controller • Liaise with external partners.
Reports to	Governing Board, Senior Management Team and Academic Council

1.1.17 Roles and Responsibilities of Programme Leader

	Programme Leader
Purpose	The Programme Leader informs and guides a programme's teaching and learning strategies and management
Responsibilities	<ul style="list-style-type: none"> • Prepare draft summative assessment tasks in line with the module and programme aims and outcomes • Develop assessment briefs and marking schemes in conjunction with module tutors • Review and suggest revision of assessment strategies and methods • Ensure that all programme related documents are up to date • Attend Programme Board, Academic Council Meetings and Examination Board meetings each year • Manage Learner academic related complaints process • Manage initial stages of Assessment Recheck and Review procedures • Sit on relevant Boards and Committees where required and invited • Attend and review 3 module workshops throughout the academic year • Meet lead module tutors for the programme once per year • Complete a Programme Review Report for relevant programme for the 2nd Programme Board (November) of each year • Oversee internal moderation and verification of assessments • Appoint Internal Verifier where required • Prepare Tutor continued professional development plan
Reports to	Academic Director and College Registrar

1.1.18 Roles and Responsibilities of Teaching & Learning Co-Ordinator

	Teaching & Learning Co-Ordinator
Purpose	To oversee the teaching and learning strategy of the College:
Responsibilities	<ul style="list-style-type: none"> • Contribute to the College strategy, policies and procedures and approach to teaching, learning and assessment for all programmes. • Contribute to programme development specifically in relation to the teaching and learning strategy • Sit on relevant boards and committees including Programme Board and Academic Council • Work in conjunction with the Quality Assurance Officer with respect to Teaching & Learning policy requirements

	<ul style="list-style-type: none"> • Manage where required Learner complaints procedure • Oversee reasonable accommodation policy and report on same • Delivers report to the Academic Affairs Committee
Reports to	Academic Director

1.1.19 Roles and Responsibilities of Quality Assurance Officer

	Quality Assurance Officer
Purpose	Has specific responsibility for implementing Quality Assurance procedures
Responsibilities	<ul style="list-style-type: none"> • Manage and implement Quality Assurance systems and procedures designed to enhance and monitor the effectiveness of all College programmes. • Work closely with the academic leadership and programme leaders in implementing all Quality Assurance requirements in the College. • Contribute to programme development specifically in relation to the teaching and learning strategy. • Evaluate the effectiveness of the Quality Assurance policies and procedures within the College • Prepare and present reports on: Academic Integrity • Attend Academic Council and Programme Board meetings • Sit on Academic Standards and Appeals and Review Committees • Manage where required Learner complaints procedure
Reports to	College Registrar

1.1.20 Roles and Responsibilities of International Co-Ordinator

	International Co-Ordinator
Purpose	Ensures the operation of all programmes that are offered Internationally and acts as a conduit between Learners and module tutors and the head base in Ireland
Responsibilities	<ul style="list-style-type: none"> • Identify suitable locations to deliver the practical workshops • Appoint and manage key teaching staff to deliver programmes in international locations • Supervise the work of the regional co-ordinators • Contribute to processes for ensuring consistency of delivery and assessment across all jurisdictions. • Participate in continued professional development programme. • Partake in programme moderation if required • Act ethically and professionally • Attendance at appropriate committee and board meetings
Reports to	College Registrar

1.1.21 Roles and Responsibilities of Programme Administrator

	Programme Administrator
Purpose	Ensures the operation of all programmes and acts as a conduit between Learners and module tutors
Responsibilities	<ul style="list-style-type: none"> • Provide support to tutors in all aspects of planning and programme delivery. • Act as a primary point of contact for current and prospective Learners. • Provide Learner/Learner support as appropriate. • Manage Learner/Learner registrations. • Co-ordinate and approve venues in accordance with training specifications. • Manage training material requirements and logistics associated with same. • Oversee Moodle support and software licencing. • Act as Internal verifier for examination board Learner results where required.
Reports to	College Registrar

1.1.22 Roles and Responsibilities of Student Services Manager

	Student Services Manager
Purpose	Maintaining a strong supports link between the College and its Learners
Responsibilities	<ul style="list-style-type: none"> • Develop, deliver and review Learner welfare and support programme that enhances the Learner experience • Oversee work of Student Support Officer • Maintain Learner accounts and records • Monitor Learner activity and direct interventions when appropriate • Manage and organise the conferring ceremonies and graduation under the direction of the College Registrar • Organise Learner services; induction, learning resources and support, health, counselling, career guidance, equal opportunity, financial advice, research support • Provide academic results notices and transcripts • Prepare all necessary documents for workshops • Report to the module tutor any Learner queries • Support the Academic Director in Learner access and admissions
Reports to	College Registrar

1.1.23 Roles and Responsibilities of Student Services Officer

	Student Services Officer
Purpose	To support the work of the Student Services Manager
Responsibilities	Assisting in: <ul style="list-style-type: none"> • The Development, delivery and review of Learner welfare and support.

	<ul style="list-style-type: none"> • Organising Learner services; induction, learning resources and support, health, counselling, career guidance, equal opportunity, financial advice, research support. • Providing academic results notices and transcripts. • Preparing all necessary documents for workshops. • Reporting to the module tutor any Learner queries.
Reports to	Student services manager

1.1.24 Roles and Responsibilities of Regional Co-Ordinator

	Regional Co-Ordinator
Purpose	To ensure the operation of all international based programmes. The Regional Co-Ordinator is the contact for Learners on these same programmes:
Responsibilities	<ul style="list-style-type: none"> • Interact with local authorities on best practice on employment law, health and safety, liaising with the local accrediting bodies. • Provide support to international based tutors in all aspects of planning and programme delivery abroad. • Act as a primary point of contact for international based current and prospective Learners. • Provide support to international based Learners as appropriate. • Co-ordinate and assess international venues in accordance with training specifications. • Manage training material requirements and logistics associated with same. • Participate in continued professional development programme. • Partake in programme moderation if required • Act ethically and professionally. • Attendance at appropriate committee and board meetings
Reports to	International Co-Ordinator

1.1.25 Roles and Responsibilities of Module Tutor

	Module Tutor
Purpose	Coaching, lecturing and assessing enrolled Learners on all College programmes in accordance with stated learning outcomes for individual modules and the overall programme outcomes.
Responsibilities	<ul style="list-style-type: none"> • Reports on programme delivery, assessment and moderation matters • Act as the first point of contact for the Learner with an issue relating to the programme of study and its components. • Plan and implement programme teaching, delivery, resources, learning and assessment strategy relevant to the level of the programme and appropriate to the Learner cohort. • Respond to the Learner with respect to research supervision. • Provide constructive feedback to Learners on assessed work within a specified time.

	<ul style="list-style-type: none"> • Attend the Programme Board and review relevant module with the academic director, taking into account self and peer review, Learner feedback, and external examiner feedback. • Contribute to research where appropriate • Participate in continued professional development programme. • Partake in programme moderation • Act ethically and professionally. • Act as assessor for practical based assessments or written classroom assessments.
Reports to	Programme Leader

1.1.26 Roles and Responsibilities of Educational Technology Manager

	Educational Technology Manager
Purpose	To manage the implementation of the College's online teaching resources in accordance with best practice in blended learning pedagogy
Responsibilities	<ul style="list-style-type: none"> • Manage the research surrounding new blended learning standards. • Design, develop and deliver the formatted lectures and presentations (instructor-led, blended, online) to support academic staff and Learners in the effective use of digital technologies to enhance teaching and learning • Design, develop and integrate high quality online learning materials, suitable for assessment methods and a range of delivery approaches, in collaboration with academic staff • Act as a subject matter expert in the area of technology enhanced learning and instructional design • Consult and collaborate with Academic Director on projects related to the design and development of online course materials and resources • Communicate frequently and effectively with various project collaborators to ensure that goals are met and objectives are being fulfilled • Work with the IT Manager and the Academic Director to develop and achieve annual strategic goals. • Cultivate an environment that encourages creative and independent use of instructional technology throughout the College
Reports to	Academic Director

1.1.27 Roles and Responsibilities of Instructional Designer

	Instructional Designer
Purpose	Instructional Designers will create clear and concise learning material for enrolled Learners
Responsibilities	<ul style="list-style-type: none"> • Design build and test multimedia components of programme content • Work closely with learning designers, to develop interactive elements to add creative visuals to programme content delivered via blended learning

	<ul style="list-style-type: none"> • Design and ensure functionality of programme templates • Ensure that programme modules are produced at a consistently high standard • Develop video lectures and assessments in collaboration with content creators and the Academic Director • Storyboard and review onscreen graphics with Educational Technologists.
Reports to	Educational Technology Manager

1.1.28 Roles and Responsibilities of Educational Technologist

	Educational Technologist
Purpose	To implement the College's online teaching resources in accordance with best practice in blended learning pedagogy
Responsibilities	<ul style="list-style-type: none"> • Assist in all aspects of administration and support of the College's online learning portal • Research and learn new methods to keep up-to-date with blended learning standards • Assist with designing, developing and delivering lectures and presentations (instructor-led, blended, online) to support academic staff and Learners in the effective use of digital technologies to enhance teaching and learning • Act as a subject matter expert in the area of technology enhanced learning and instructional design • Consult and collaborate with programme leaders on projects related to the design and development of blended course materials and resources • Communicate frequently and effectively with various project collaborators to ensure that goals are achieved and objectives are being fulfilled • Guide faculty in the design or redesign and development of learning goals, content and instructional strategies for enhanced blended modules and programmes • Proof read academic content in consultation with the Academic Creators.
Reports to	Educational Technology Manager

1.1.29 Roles and Responsibilities of Multimedia Developer

	Multimedia Developer
Purpose	To create engaging course content for Learners of the College and to assist with the learning process. This department also creates multimedia assets for the marketing team, used in the promotion of courses online
Responsibilities	<ul style="list-style-type: none"> • Review and create e-learning content • Plan, organise, and conduct video shoots • Edit video content • Develop module e-learning schedule and required specifications

	<ul style="list-style-type: none"> • Lead innovation pipeline on new e-learning trends and developments.
Reports to	Educational Technology Manager

1.1.30 Roles and Responsibilities of the Academic Creator

	Academic Creator
Purpose	To assist in the development of module and programme content.
Responsibilities	<ul style="list-style-type: none"> • Contribute to the planning of module and programme content • Provide programme and module content as directed by the Academic Director or Programme Leader • Ensure compliance of content presentation with the blended learning format as managed by the Educational Technology Manager • Review created content by fellow Academic Creators
Reports to	Educational Technology Manager and Academic Director

1.1.31 Roles and Responsibilities of Learner Representative

	Learner Representative
Purpose	The purpose of the Learner representative is to inform and provide a Learner's perspective to the relevant board/council. The Learner representative is ideally a current senior Learner within the Diploma or Degree stage. The same expectation of confidentiality applies to the Learner representative as it does to all attending members.
Responsibilities	<ul style="list-style-type: none"> • Attend the Academic Council meetings* • Provide Learner feedback and perspective to the relevant Board/Council • Attend Programme Board meetings* • Attend Examination Board meetings*" <p>*May attend remotely</p> <p>"Attendance at the Examination Board may be confined to those sections where the Learner representative does not have a conflict of interest within the item of discussion such as when the broadsheet of results include the attending Learner representative.</p>
Reports to	Academic Council, Examination Board & Programme Board

1.2 Policy for Risk Management

1.2.1 Definition

Risk management can be defined as the process of identifying, assessing, responding to and reviewing in a structured, comprehensive and ongoing manner, the challenges that an organisation may face.

1.2.2 Purpose

This policy outlines the risk management structure and processes in place within Setanta College which aims to support informed decision making in relation to what may be considered an acceptable level of defined and approved risk.

1.2.3 Scope

The Risk Management policy applies to operational, reputational, academic, financial and strategic functions within Setanta College.

1.2.4 Policy for Risk Management

Setanta College is committed to ensuring that good risk management permeates through the organisation as a whole. It is recognised that it is not possible to eliminate risk but it is possible to manage it in a conscious and structured manner. In its risk management processes and procedures Setanta College will be conscious of both the positive and negative aspects of risk and will regard risk as something to be managed and mitigated rather than as something to be feared or ignored.

Overview of Risk

The College risk management process supports the overall governance of the organisation. The policy and procedures in place provide for a systematic approach in identifying, assessing and mitigating potential risks. It ensures that risk is reviewed on a regular basis and effective decision making is taken to mitigate the identified risk.

Risk Evaluation

There are two key elements to the evaluation of risk –

- i. The likelihood of the risk being realised
- ii. The impact on the organisation in the event of the risk coming to pass

Figure 1.3 below describes the likelihood and impact relationship of risk management.

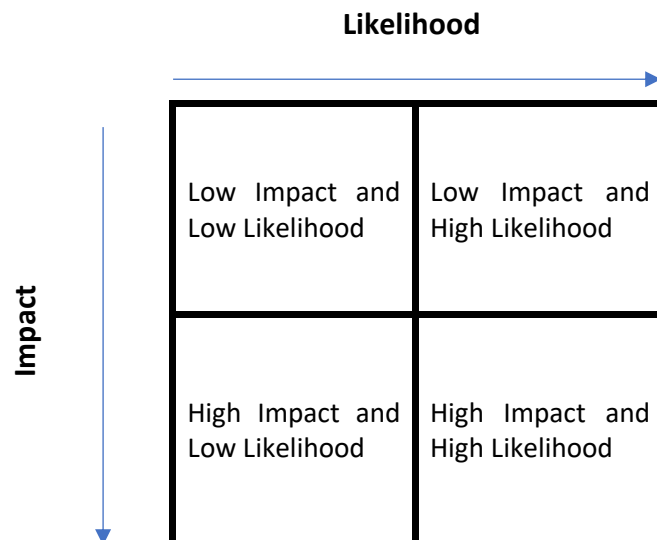


Figure 1.3 Risk: Likelihood and Impact relationship

The relationship between likelihood or risk and impact of risk is summarised in the model above. There are, of course, continuums and different intermediate categorisations are also possible. However, it does indicate the principle of evaluation and will help identify the risks which need to be prioritised i.e. those with a high likelihood and high impact (lower right quadrant in Figure 1.3 above).

Setanta College will evaluate all identified risks by their impact and likelihood and will prioritise the risks to be addressed first on the basis of this evaluation.

Categorisation of Risk

A review of risks is undertaken across five key areas including:

- Strategic – those related to the overall strategic direction of the organisation
- Operational – the day to day operation of the organisation
- Academic Affairs and Programmes – those related to the academic standards, procedures or Learner performance
- Financial – those which may impact on the financial stability of the organisation
- Reputational – those which may impact on the public perception and standing of the organisation.

Risks relating to each of these areas are documented within the live risk register. Those responsible for each risk area are identified as well as the potential mitigation strategy and actions required. This also informs the internal audit process.

1.2.5 Procedures for Risk Management

Risk evaluation is a regular item on all meeting itineraries of the various units/bodies of the College. These academic, administration and management units report to the Academic Council (Academic) and Senior Management Team (administration and management) with respect to Risk evaluation and recommend Risk mitigation actions. The procedures are summarised in Figure 1.4 below.

Figure 1.4 Risk categories, stakeholders and responsible bodies. Note the Governing Board has overall responsibility for risk management and may devolve the responsibility to both the Senior Management Team and Academic Council to action where more immediate action is required. Academic staff and Learners report into the Academic Council while the non-academic units report into the Senior Management Team.

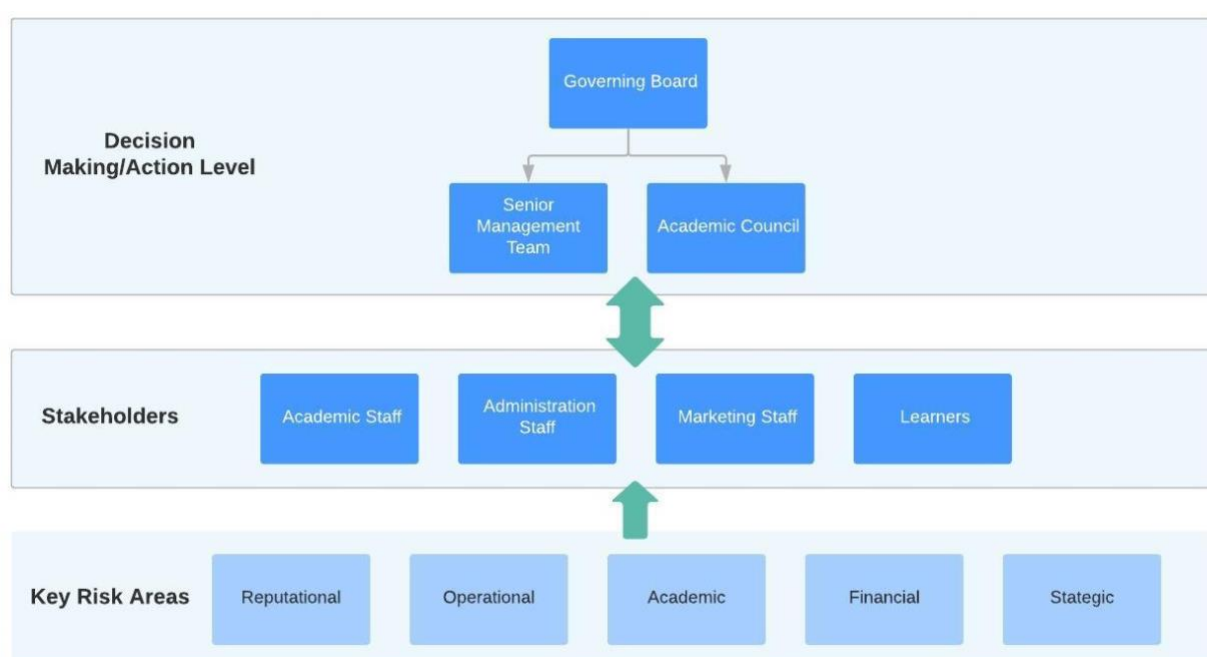


Figure 1.4 Risk Management summarised

Figure 1.4 describes a top-down and bottom up framework that facilitates an organisational wide overview of the potential risks within the organisation. It includes input from key partners and stakeholders. It addresses key procedures such as the assessment, review and agreement of actions to be taken which are associated with an identified risk. Risk management procedures are seen as something that pervade all of the activities of the College and relate to the culture and the consciousness of all within it. The issue of risk is embedded within the organisational culture and the issue of risk will –

- Be on the agenda of all Board Meetings and Management Meetings and the members of the various Boards and Senior Management team will take seriously their role in managing risk

- Be regularly reviewed so that the changing risk environment is responded to
- Be a normal conscious and integrated part of project development and project management so that it happens as a matter of course at project level
- Be part of induction and training so that new members of the organisation are informed of the importance of risk consciousness as soon as they join the organisation
- Be constantly in the consciousness of those in the organisation responsible for risk mitigation
- Not be seen as negative giving rise to fear and inaction but as something to be confronted, managed and responded to.

Risk Register

A Risk Register is a mechanism through which risks, their categorisation, evaluation, mitigation measures and their implementation can be recorded in a concise and consistent manner. It can be reviewed quickly and easily and provide an effective summary of the risk status of an organisation. It is a key mechanism for risk management in conjunction with the various processes outlined above.

The College Risk Register, will be updated on a regular basis and will be comprehensively reviewed by the Senior Management Team and the Governing Board at least once in every 12 months. See Resource 1 for Risk Register template.

Managing Risk Abroad

Because the College intends to deliver its programmes at locations outside of Ireland, it must consciously consider the nature of the risks which may apply in such circumstances. There are currently two categories of programme delivery to those who are not based in Ireland.

Delivery to those who do not live in Ireland but who avail of the on-line learning environment and who come to Ireland to participate in the necessary face-to-face learning processes. The risks associated with this category of Learner are relatively small as they will be experiencing the same learning and assessment processes as will those Learners who are based in Ireland. The principal additional challenges which need to be addressed relate to the recognition of the Irish qualification in their own country and ensuring that they have the linguistic and other capabilities to engage in the programme of study in an appropriate way.

Delivery to those who do not live in Ireland but who avail of the on-line learning environment and who participate in face-to-face learning environments in their own countries. The risks associated with this category of Learner include those relating to the category above but additional risks are related to the quality of the face-to-face learning environment in their own country; the quality of the lecturers/tutors delivering the face-to-face learning experience in their own country; ensuring the compliance with the laws of the country with regard to matters such as employment law, health and safety legislation and similar.

In order to address these issues, the College intends to take a number of steps –

The risks to the quality of learning experience of international Learners will be included on the Risk Register and suitable mitigation measures and responsible people identified.

A number of new positions will be established within the College. These will include an International Co-Ordinator who will ensure that all of the Quality Standards of the College are applied in an international learning context and Regional Co-Ordinators who will be based on the ground in the various learning jurisdictions and who will be responsible for ensuring compliance, quality and control in the regional learning environment (See Policy 11.1 for Transnational Programmes).

In order to ensure that similar approaches are being taken in each region and that the quality of provision remains high –

- Regional Co-ordinators will be expected to have regular on-line calls with the International Co-Ordinator and the International Learning Committee
- Regional delivery staff will be required to complete the same Quality Assurance records as staff based in Ireland
- Regional delivery staff will be expected either to come to Ireland for induction once a year or to attend an induction session in the region which will be delivered by College staff based in Ireland
- The International Co-Ordinator will visit each of the active regions at least once a year to meet with delivery staff and inspect facilities
- Templates for the requirements for learning facilities and staff will be developed and provided to Regional Co-Ordinators
- Templates for engagement with education, employment, health and safety and financial regulators in regional environments will be developed and provided to Regional Co-Ordinators
- Where assessments are being carried out at remote locations, these assessments will be recorded and reviewed by programme leaders/topic specialists to ensure consistency of marking

In addition, where necessary and appropriate, regional marking averages across all modules will be reviewed by programme leaders and lecturers and where patterns of inconsistency are identified these will be addressed.

In order to ensure that Learners have the capacity to participate in programmes –

- The level of spoken English as well as written English required by Learners will be regularly reviewed and entry requirements adjusted to take account of these reviews
- Equivalence of qualifications will be regularly reviewed by the International Co-Ordinator and Regional Co-Ordinators using internationally agreed criteria
- Evidence of capacity to participate may be required to be demonstrated through practical exercises or examinations

In order to ensure that the specific experience of international Learners is assessed –
Feedback processes for International Learners will be tailored to ensure that their specific experiences are captured and that the specific experience of learning from an organisation which is not based locally is capable of being reviewed.

1.2.6 Responsibility of this policy

The Senior Management Team and Academic Council evaluate and action risk mitigation following input from staff, and other key stakeholders (see Figure 1.4 Risk Management summarised, above). Overall responsibility resides with the Governing Board who may also devolve responsibility to both the Senior Management Team and Academic Council to action where more immediate action is required.

1.2.7 Policy Control

Policy Area	Governance and Management of Quality
Policy Title	Policy for Risk Management
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none">- Assessments and Standards (Revised 2013)- Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018)- Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (QQI March 2018)- Qualifications and Quality Assurance Education and Training) Act 2012- Core Statutory Quality Assurance Guidelines (2016), QQI- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015.
Monitoring Procedures	<ul style="list-style-type: none">- Governing Board- Senior Management Team- Academic Council- Quality Assurance Officer – document update