QUALITY ASSURANCE POLICIES AND PROCEDURES FOR COLLABORATIVE AND TRANSNATIONAL PROGRAMMES

Submitted to

THE HIGHER EDUCATION AND TRAINING AWARDS COUNCIL, IRELAND

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1   PURPOSE AND CONTENT OF THIS DOCUMENT

1.1   This document outlines the relevant organisational policy and procedures of Kimmage Development Studies Centre (KDSC) to be followed in initiating, developing, providing and reviewing educational programmes provided by KDSC in collaboration with other institutions based either in Ireland or transnationally. The procedures set out below are intended to safeguard quality assurance of all educational programmes provided by KDSC, and to safeguard student and institutional interests, in compliance with HETAC's Policy for collaborative programmes, transnational programmes and joint awards (December 2008).

This document is presently submitted to HETAC for approval, and following completion of this process, will be incorporated into KDSC's Quality Assurance Manual. Procedures for joint awards are not included here, and a separate submission relating to quality assurance procedures for joint awards may be made at a later date.

The broader policy, legislative and regulatory framework within which KDSC operates as a provider of third level educational programmes is set out in Annex 1.

A brief glossary of key terms and their meaning for the purposes of this document follows.

Collaborative programme	A higher education programme developed and delivered by KDSC in collaboration with partner institutions. Different types and levels of collaboration are described in section 3.2, Collaboration Arrangements
Partner institution	Any legally established higher education institution with which KDSC collaborates in provision of programmes of education.
Service provider	Any institution contracted by KDSC to provide services such as accommodation, assistance with logistics, related to provision of educational programmes, but is not directly involved in or responsible for programme design, teaching, assessment, or other quality assurance procedures
Transnational programmes	Collaborative programmes delivered by KDSC with partner higher education institutions based outside of Ireland.
Consortium	A structure established by KDSC along with one or more partner institutions to collaboratively develop and deliver one or more programmes of education, nationally or transnationally.

Consortium agreement	A formal and legally binding agreement agreed by consortium members, setting out the governance and management arrangements and responsibilities for both the consortium structure and programmes and activities to be undertaken by the consortium, and which complies with the requirements of Section 6.1 of HETAC's *Policy for collaborative programmes, transnational programmes and joint awards – accreditation, quality assurance, and delegation of authority*, HETAC, December 2008
Programme agreement *or* Agreement	A formal and legally binding agreement established by KDSC and one other partner institution establishing collaboration and or service provision arrangements for provision of one specific programme of education to be submitted by KDSC to HETAC for validation, in compliance with the requirements of HETAC's *Policy for collaborative programmes, transnational programmes and joint awards – accreditation, quality assurance, and delegation of authority*, HETAC, December 2008

2   INSTITUTIONAL POLICY AND STRATEGY CONTEXT

2.1   KDSC originated as a provider of training and education initially to missionaries, and then NGO and other development workers going overseas, before establishing itself as an independent provider of third level education in development studies. Annex 2 provides a brief profile of KDSC in an excerpt from the KDSC Strategic Plan, 2009-2013. KDSC's institutional mission and educational activities have always been international in outlook and content, and rooted in a shared ethos and strong relationships with a network of overseas partners.

KDSC's stated mission is: ***to create an international, intercultural learning community*** *which promotes critical thinking and action for justice, equitable sustainable development, and the eradication of poverty in the world. It aims to do this through facilitating the education and training of individual practitioners and groups working for social, economic and political change in society and so enabling all practitioners to work effectively for the holistic development of all.*

As a small independent development studies institution, we see the achievement of our organisational mission and strategic objectives as inextricably tied in with current and future partnerships with like minded institutions. Given our focus on overseas development, and our historical and current links with development practitioners and educational institutions in Africa particularly, we see expansion of

collaborative and transnational programme provision as a logical and appropriate means of expanding and diversifying our educational services provision.

We believe that transnational programmes in themselves are an important contribution to expanding the international, intercultural learning community envisaged in our mission. The challenges and jmutual learning inherent in any transnational programme contribute to ongoing learning and expansion of experience and knowledge for all staff involved, and particularly enrich the learning experience of learners through exposure to different educational and developmental contexts and systems.

Transnational and collaborative programmes further offer learners access to a broader range of academic expertise and experience, which can be of particular benefit in providing appropriate research support and supervision and may expand collaborative research and publications opportunities for staff of involved institutions.

In pursuit of KDSC's mission, our current strategic plan (2009 to 2013) includes a specific strategic objective "*To expand the number of partnerships, particularly in East and West Africa ……*" along with exploring new opportunities with existing partners so as to "*continue to make a strong intervention in the field of training, research and capacity in different regions of Africa*". (See Annex 2 for KDSC strategic plan.)

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3   COLLABORATION ARRANGEMENTS AND ACTIVITIES COVERED BY THE PROCEDURES OUTLINED IN THIS SUBMISSION

3.1   KDSC education programmes

KDSC is engaged in a range of educational activities and collaborations aimed at increasing awareness, knowledge, skills and good practice in development policy, planning and implementation. While similar procedures may be followed for all our educational work, the activities specifically covered here are provision of any third level educational programmes currently, or potentially in the future, leading to a HETAC award.

Such programmes currently include an MA and Postgraduate Diploma in Development studies (Level 9 awards) provided here in Ireland, and a BA in Development Studies (Level 7 award) provided by

KDSC in Ireland and by the Training Centre for Development Cooperation (TCDC) in Tanzania, in collaboration with KDSC. New programmes at different stages of development include a proposed MA and Postgraduate Diploma in Drylands Policy and Climate Change, with Sekoine University of Agriculture, Tanzania, and expansion of the current MA in Development Studies to offer more specialist options, possibly incorporating a mix of distance and on site learning.

All higher level educational programmes offered by KDSC are provided through the medium of the English language, and this will continue to be the case for any collaborative or transnational programmes undertaken by KDSC in the future. A minimum score of 6 in an internationally recognised English language test such as IELTS or equivalent, is a programme entry requirement for learners who do not have English as first language.

3.2   Collaboration arrangements

KDSC collaboration arrangements in provision of educational programmes can be categorised as follows:

3.2.1   National or transnational

KDSC's collaboration with other Irish higher education institutions does not currently encompass collaborative educational programme provision, but may do in the future. The current BA in Development Studies, as delivered in TCDC in Tanzania, and proposed new programmes are both collaborative and transnational in nature.

3.2.2   Level of collaboration

KDSC collaboration in educational programme provision may operate at different levels:

a) Collaborative provision of a programme or programmes of education with one or more partner institutions operating in Ireland or elsewhere, fully involved in development, provision and management from the outset, usually involving sharing of costs and income. This would normally entail the establishment of a consortium structure.

b) KDSC as lead institution with another or other institution/s involved to some extent in programme development, delivery and management, providing teaching and other services as contracted by KDSC. (*The proposed new MA in Drylands Policy and Climate Change comes into this category*.)

c) KDSC as junior partner in collaborative provision of educational programmes, providing some level of input into programme development, delivery and management, while another higher education institution takes the lead. (*KDSC's involvement in TCD/UCD led MA in Development Practice*).

d) KDSC playing a supportive role in developing educational programme provision capacity and quality of other educational institutions.

3.2.3 Type of collaboration

KDSC is either currently engaged in, or may in the future be engaged in, the following type or models of collaborative educational programme provision, which may be either national or transnational.

- Part of the programme is delivered on site in the KDSC campus, and part of the programe is delivered in another higher education institution, either in Ireland or another country.

- Part of the programme is provided through distance learning (subject to submission and HETAC approval of supplementary QA procedures for provision of distance learning), and part on site either on the KDSC campus, or on another campus of a partner higher education institution.

- A particular programme developed in collaboration with one or more higher education institutions is provided fully both on the KDSC campus, and in another location elsewhere. (The current BA in Development Studies is offered at KDSC and at TCDC, Arusha, Tanzania, with each programme separately validated by HETAC through KDSC.

- The programme is fully provided outside of Ireland, with KDSC involved in course development, delivery and management, and possibly in full (or joint) validation by HETAC (or jointly by HETAC and an awarding body). (KDSC is not currently engaged in programmes offering joint awards, and any such future proposed programmes would be subject to submission and HETAC approval of supplementary QA procedures for joint awards.)

4 INSTITUTIONAL PROCEDURES FOR INITIATING, DEVELOPING, APPROVING, PROVIDING, AND REVIEWING COLLABORATIVE AND TRANSNATIONAL PROGRAMMES

This section sets out the procedures to be followed for initiation and development of all new programmes, through to assessment and review processes, including detailed arrangements specifically for collaborative and/or transnational programmes. Where KDSC is the sole proposed provider, procedures outlined below for due diligence enquiries related to potential collaborating partners and establishing formal agreements with partner providers would not be applicable.

For information on KDSC management and governance structure, including the role of the Academic Committee, see section 3.1, Governance, Management and Human Resources in the current KDSC Quality Assurance Manual, attached as Annex 3. The terms of reference for the recently established staff committees referred to in this document, New Partnerships and Programme Development (NPPD) and Promotional and Institutional Capacity (PICC) Committees are attached as Annex 4.

4.1 Initiation of new collaborations and initial institutional response

A proposal for any new programme, whether involving a new, or change in an existing collaboration or not, may emerge from a variety of sources, including:

   i. *internal discussions and decisions on operationalising the KDSC strategic plan*
   ii. *suggestions from individual current staff members, full or part time, or Board members, including opportunities arising from participation in external events and networking*
   iii. *discussions within/reviews of current partnerships and institutional linkages*
   iv. *Unsolicited approaches or proposals coming from existing partners*
   v. *Unsolicited approaches or proposals coming from external institutions with no history of collaboration with KDSC*

In the case of i, ii and iii, the initiating or designated staff member/s prepare an outline proposal, briefly stating what programme or other activities are being proposed, what kind of collaboration and with whom, and the rationale for considering it - in particular, how it relates to KDSC's strategic and business plans and objectives. Where these are outside of potential programmes already identified as part of the strategic planning process, some initial market research, to establish what similar programmes, if any, are currently offered within Ireland, or the potential partner/s catchment areas,

would be carried out and reported on to support the initial proposal. This market research may also include scoping studies, i.e. consulting alumni, and potential empoyer/sponsor organisations to assess level of interest and possible fit with their needs. Any such proposal should also clarify what arrangements for validation of the programme, by whom and in what location are being proposed or considered. This proposal is forwarded initially to the KDSC Executive Director and the New Partnerships and Programme Development (NPPD) Staff Committee for discussion.

In the case of iv or v, unsolicited proposals are considered first by the KDSC Executive Director, and if considered to be of potential interest, are forwarded to the NPPD Committee for discussion. If the response of the NPPD is positive, the KDSC Executive Director or staff member designated by the Executive Director as appropriate will follow up with the initiating institution/s and report back to the Executive Director. Where s/he feels there is sufficient common ground between KDSC and the potential partner/s' ideas for collaboration, the Executive Director or designated staff member will prepare an outline proposal as described above for consideration and discussion by the NPPD Committee. Criteria by which the NPPD and the Executive Director assess the initial potential of unsolicited proposals are:

- Possible synergy with KDSC ethos and mission
- Could fit within KDSC strategic and business plans
- Comes within our area of interest and competence
- Is not beyond our capacity and resources

**4.2	Process for development and approval of detailed collaborative proposals**

When the initial response of the NPPD Committee to the outline proposal is positive, the approval of the Executive Director is sought for progressing to the next stage. The process to be followed varies according to whether partner providers are already identified or not, and whether they are already known to KDSC or not, as below.

Where the proposed partner/s provider/s and their interest are already clear, a joint working group is established, including at least one designated senior staff member from KDSC NPPD Committee and each prospective partner. The team develops a more detailed proposal in consultation with other staff members and external resource people as appropriate. The proposal should include:

- an outline of the programme/s to be provided, including learning outcomes;
- proposed arrangements for validation and awards, including professional recognition in country and regulatory framework;
- proposed arrangements for provision of the programme, including location;
- proposed arrangements for ensuring protection of learner interests and welfare, and learner participation and evaluation processes
- programme target group/s;
- a business plan including initial market research and indicating anticipated costs and income
- a rationale for approval of the proposal in relation to KDSC mission and strategic objectives

Where potential partners have yet to be identified or existing partners approached with the new idea, the Executive Director or designated staff members will establish a plan and timeframe for doing so, and will keep the NPPD Committee informed of progress. If/when discussions with potential partners reach agreement around developing a collaborative programme, a more detailed proposal is developed by a working group as outlined above.

In the case of already existing and satisfactory institutional relationships, this detailed proposal is forwarded to the KDSC Academic Committee. The Academic Committee may either:

- Approve the proposal
- Refer it back to the working group with queries or suggestions for amendment
- Reject the proposal

Where proposed partners are new to KDSC, any proposal for collaboration must be accompanied by a profile of the potential partner providers, including their legal status, experience in educational services provision, and current activities, and a rationale for their suitability and reliability as institutional partners. The information gathered to back up this recommendation constitutes the first stage of due diligence enquiries.

In all cases, the proposal should clearly identify the responsibilities and authority of KDSC and partner institution staff in developing the proposed programme, approving it, and in negotiating a legal agreement underpinning the provision of the proposed programme.

Following discussion and if appropriate, amendment, the Executive Director will either:

i) arrange for completion of appropriate due diligence enquiries where the proposed collaboration fits within objectives or plans already established within the organisational strategic plan and/or previously approved by the Board, or

ii) where the proposal falls outside of previously approved plans, bring the proposal to the KDSC Board for approval to proceed, subject to satisfactory due diligence enquiries

4.3   Criteria for approval of collaborative proposals

In all cases, and subject to satisfactory completion of due diligence enquiries and establishment of an appropriate legal agreement, the general criteria for KDSC embarking on new collaborative programmes with existing or new partner institutions are:

- Clear relevance to and compatibility with KDSC's Strategic Plan and existing programmes and commitments.

- Compatibility between KDSC and partner institutions ethos, values and approach to education for development and learners – a key element being a good fit with KDSC's learner centred approach, including participatory learning methodology and learner consultation and evaluation processes

- Clearly identified need for and purpose of proposed programme/s, including gap to be filled and identified target groups.

- Adequate resource capacity of KDSC and partners to develop and deliver the proposed programme/s

- Congruence between respective Quality Assurance systems with a particular focus on learner assessment and support services

- Willingness of partner institutions to comply with KDSC HETAC approved QA procedures and other HETAC requirements in the case of programmes to be submitted to HETAC for validation

4.4   Due diligence enquiries

As part of its standard procedures for entering into national or transnational collaborations, KDSC conducts due diligence enquiries about prospective new partner institutions and the regulatory framework, legal jurisdication and national context within which these operate.

In undertaking due diligence enquiries, KDSC has regard to the criteria established by HETAC for a registered provider.   KDSC's due diligence enquiries are conducted under the authority of the Executive Director and may be undertaken for it by providers of professional services. The scope and detail of due diligence enquiries shall be adjusted to take account of prior knowledge and partnership experience, type and location of the institution/s and the nature of the proposed collaboration/s.

In relation to all prospective partners new to working with KDSC, KDSC will obtain information on and consider the organisation's:
w   Origins, mission, ethos and values
w   Organisational legal and decision-making structure and processes
w   Current and previous educational activities and programmes provided
w   Current status in relation to validation and awards for educational programmes provided

The above information is the first stage of due diligence enquiries, and should accompany the detailed proposal to be considered and approved by the Academic Committee as outlined in 4.2, Process for development and approval of detailed collaborative programme proposals.

In the case of proposed transnational partners, KDSC will conduct additional enquiries relating to:
w   The relevant national quality authority and/or licensing body for higher education activities
   o   what legal requirements, including programme approval or licensing arrangements must be complied with before implementing any new programme or other educational provision within its jurisdiction
   o   whether it has reciprocal agreements with HETAC

- whether there is a realistic prospect of the national authority concluding an arrangement with HETAC under which the former will accept HETAC'S quality assurance checks on KDSC in place of its own and vice-versa
- having regard to the above, the external quality assurance requirements the national quality authority is likely to impose

◆ The availability of support services for learners comparable to those available to learners in Ireland

In relation to pre existing partners, KDSC will update previously conducted due diligence enquiries to ensure that all necessary and appropriate information is obtained, and conditions met to ensure compliance with HETAC validation requirements and quality assurance standards, and to protect the interests of prospective students and of KDSC as an institution.

KDSC may seek further evidence as appropriate of:

◆ Current legal status and standing in country of registration and operations

◆ Most recent annual reports and/or other performance reports or reviews

◆ Financial status, including most recent published accounts, and where deemed appropriate, access to internal accounts and audits and information on institutional income base.

◆ Professional qualifications and background of institutional management and staff

The above applies particularly to any prospective partners, which do not fall within the following categories:

- HETAC registered providers
- Educational providers with delegated authority or their own degree awarding authority
- Educational providers registered with and approved by the national authorities of the country within which the proposed programme will be wholly or partially delivered,

In this case, and in others where KDSC may be requesting access to internal and/or confidential information, KDSC will enter into a legally binding non-disclosure agreement with its partners, covering all information exchanged and acquired through the due diligence process.

For all prospective programme partner providers, KDSC will, either before or during the process of programme development as appropriate, obtain information about:

- Their institutional quality assurance policy and procedures

- The professional qualifications and experience of staff to be involved in programme management and delivery (overall professional expertise to be established at an early stage, and for specific proposed teaching staff for all modules as the programme is developed)

- Information and associated data recording systems, and capacity and willingness to work with other institutional systems for consistent recording of and exchange of data relating to potential collaborations

Where KDSC is the lead institution and applying for sole HETAC validation for the programme, compliance with KDSC HETAC approved quality assurance procedures and programme assessment strategies should be incorporated into any legal agreement established.

When completed, the results of the due diligence enquiries are reported to the Executive Director, who if satisfied with the outcome, will pass the report to the NPPD Committee and the Academic Committee, recommending that detailed programme development should proceed, and will initiate, with the designated staff member/s, the drafting of a legal agreement.

In the event of due diligence enquires resulting in doubts about the suitability or reliability of the prospective partners, the Executive Director will refer the report to the NPPD Committee which may recommend to the Executive Director that KDSC withdraw from the proposed collaboration, or other action as deemed necessary or appropriate. This action may include employment of or consultation with external experts to pursue further enquiries and/or to advise on implications of the information already gathered and of further pursuing the collaboration.

Criteria by which the outcome of due diligence enquiries are judged to be satisfactory or not include:

- **General and Academic**

There is sufficient commonality in organisational mission, ethos and values, to establish a conducive working relationship and basis for collaboration.

The institution has a proven record of educational provision to a good standard, and the professional qualifications and experience of staff to be involved in programme management and delivery are judged to be adequate for any proposed activities.

Learner facilities and services are of an adequate standard.

Institutional systems, including information and students records are such that any appropriate or necessary information exchange or standardisation of information or records can be facilitated.

There is in place, or a willingness to comply with, a learner centred approach with participatory pedagogy and student consultation or evaluation processes.

- **Quality assurance**

Clear commitment to provision of good quality educational services and learner protection with transparent systems and procedures in place to ensure these.

Willingness to comply with KDSC and HETAC quality assurance policies and procedures where HETAC validation is sought.

- **Legal**

The institution is properly registered and licensed in accordance with its own national regulatory and legal requirements, is tax compliant, and there are no legal barriers to KDSC engaging in educational programmes within this jurisdiction.

- **Financial**

The institution is judged to be on a sufficiently sound financial basis to cover any financial costs associated with embarking on and implementing any proposed activities or programmes, and has sufficiently transparent and accountable financial systems in place to sustain confidence in the institution's financial position, and to facilitate any necessary transactions and exchange of information.

The same working group of staff members from the relevant institutions may be engaged concurrently with both the detailed programme development, and with the establishment of a legal framework or agreement. These are however distinct processes and so are described separately below. Details about the programme provision and management may be incorporated into the body of the legal agreement, or referred to within the agreement and attached as annex.

4.5   Establishing a legal agreement

For provision of collaborative programmes, whether in country (i.e. Ireland) or transnational, a detailed, legally binding agreement is established by the partners to be involved in providing the proposed programme/s, in compliance with HETAC requirements as set out in its 2008 'Policy for collaborative programmes, transnational programmes, and joint awards'.

The content of the agreement for collaborative programme provision will vary in relation to the level and type of the proposed collaboration, and requirements related to partner institution legal and regulatory context. For KDSC collaborative programmes which are to be validated by HETAC, one of two broad types of agreement would normally apply.

An initial draft agreement should be drawn up by a working group representing the partner institutions who will be parties to the agreement. This draft then goes for discussion within each partner institution, including any appropriate legal and financial checks. In KDSC, the draft goes to the Executive Director and Deputy Executive Director responsible for financial affairs, and to the NPPD Committee for discussion and amendment. The working group then takes all proposed amendments into consideration, and produces a final draft. This goes first to KDSC, when KDSC is lead provider and will be submitting the programme to HETAC for validation, to ensure it is fully compliant with HETAC approved KDSC Quality Assurance Procedures. After approval by the KDSC Executive Director and Academic Committee, it is then passed to partner representatives for approval through their own internal procedures. Where another institution is taking the lead for validation, it will be seen and approved by that institution before being circulated for approval to other parties to the agreement.

The agreement is then forwarded to HETAC as part of the submission for programme validation for the approval of HETAC, as per HETAC requirements.

Once the final agreement has been approved by KDSC Executive Director and by HETAC, the KDSC Executive Director signs and forwards two copies for each party to the agreement, for signature and return of a signed copy to KDSC.

4.5.2 Agreement content and format

Requirements for an agreement to be approved by HETAC are outlined in HETAC's *Collaborative Programmes, Transnational Programmes and Joint Awards Policy*, 2008.

Common elements to be included in all legal agreements between KDSC and partner institutions must are as follows:

- Parties to the agreement
- Duration, renewal and termination of the agreement
- The titles of the collaborative programme/s offered and the award title/s to which they lead
- Legal jurisdiction for the agreement
- Financial arrangements
- Procedures for settlement of disputes
- Roles, responsibilities and rights of the parties to the agreement.
- Quality assurance procedures for the programme
- Intellectual property rights
- Information to be provided to prospective learners, enrolled learners, and third parties, including national and other authorities, and by whom
- Enrolment of learners

Additional elements to be included in the case of a consortium agreement include:

- Governance and management of the consortium, including the nomination of specific responsible persons
- Leadership of and right to speak for the consortium
- Responsibilities of the consortium, provider partners and awarding bodies to learners

4.6 <u>Programme development and management arrangements</u>

This section sets out the arrangements for developing the programme design and curriculum, and for day to day management of collaborative programmes.

4.6.1 Programme design and approval

All educational programmes to be provided fully or in collaboration with others by KDSC and validated by HETAC require the development of a detailed programme description, programme assessment strategy, and other supporting documents in compliance with KDSC's own quality assurance arrangements and the procedures set out in HETAC's General Programme Validation Manual (2010).

For collaborative/transnational programme development, a programme development working group, comprised of staff members from the partner institutions, assisted by other member institutional staff, and/or external expertise as appropriate or necessary, is responsible for developing the programme description, taking the previously approved programme proposal as a starting point, and other documentation as required. As indicated earlier, this may be the same working group developing the collaboration agreement, but dealing with programme development as a distinct process

Where KDSC is the registered provider through which the programme is to be validated, KDSC will coordinate and facilitate this process, in accordance with procedures outlined in KDSC's Quality Assurance Manual.

As part of programme design, the programme development working group will also develop learner assessment and evaluation procedures which, while specific to each programme context, are compatible with KDSC quality assurance manual, specifically 3.7 <u>Assessment and Examination Procedures</u> and 3.8 <u>Monitoring and Evaluation,</u> and with HETAC requirements.

Where all or part of a programme is provided outside of the KDSC campus, KDSC will work with partner providers to ensure:

- compatibility between KDSC and other internal marking standards
- adequate learner participation and representation
- learner evaluation of programmes
- recognition of learner rights and responsibilities, compatible with KDSC's <u>Policies and Procedures</u> <u>- Participant Rights and Responsibilities Guidelines</u> (Section 3.7.1.1 KDSC Quality Assurance Manual).

KDSC, when acting as lead provider with HETAC validation, will consult with partner providers in relation to appointment of external examiners, but will retain overall responsibility for such appointments, and for management of external examination processes, exam boards and reporting to HETAC (as detailed in Section 3.7 of the KDSC QA Manual).

The draft Programme Description is forwarded to KDSC Academic Committee and to the appropriate bodies in the partner institutes for comment. Once the working group has amended the programme description in light of the comments, it returns to the KDSC Academic Committee for final approval. In the case of substantial amendments being made, it may go back to partner institutions again before being finally approved by KDSC Academic Committee.

A Programme Assessment Strategy is also prepared by the working group for the approved programme design, and may go through the same approval procedure in tandem with the programme description.

4.6.2   Learner protection in relation to programme viability

KDSC would not in any circumstances register students and embark on a programme where insufficient financial support or student sponsorship had been secured to ensure financial viability for that programme,

Applications and funding for all programmes are reviewed by the KDSC Academic Committee in June of each year, and if it is decided the programme cannot be offered, applicants are informed accordingly. As no fees will have been transferred at that point, the issue of reimbursement does not arise in this case. Any applicants already offered places on the programme will be offered the opportunity to defer until the following year or where appropriate, a place on an alternative KDSC programme.

Where a programme goes ahead with a sufficient number of fully funded students, it is difficult to envisage circumstances in which it then becomes impossible to complete the programme. However should this be the case, for whatever reason, registered learners will be offered assistance to transfer to another programme offered by KDSC or other providers. In this event, fees already paid to KDSC would be transferred to alternate institutions to cover costs of completing the alternative programmes.

Learners or their sponsors can opt to have fees reimbursed, or transferred if they are transferring to another course. Whether reimbursement will be full or partial may depend on what stage of the academic year the programme is terminated - for instance where learners have already successfully completed the taught courses for a Postgraduate Diploma/MA programme, they will be awarded the postgraduate diploma and the proportion of fees paid to cover research support and supervision would be reimbursed - and may also be subject to the requirements of programme sponsors, who may have

their own regulations for such circumstances.

Whatever the financial implications of problems arising for completion of the programme, KDSC as lead provider accepts responsibility for learner protection and rights, and has always maintained financial reserves to cover such eventualities.

Where KDSC is not the lead provider, KDSC will ensure that satisfactory learner protection provision and procedures are detailed in any agreement reached with KDSC covering provision of educational programmes in which KDSC is involved, and undertakes to comply with all necessary processes to ensure protection of learners where completion of the programme is compromised for any reason.

4.6.3   Ongoing programme management

Overall programme management will be the responsibility of the Programme Coordinator or Programme Leader appointed by KDSC, working collaboratively with identified personnel responsible for the programme in partner institutions.

Responsibilities of the Programme Coordinator, or Programme Leader, reporting to the Academic Committee and under the direct line management of the Executive Director, include:

1) Overall responsibility for efficient implementation of the agreed programme provision. And ensuring the consistency and quality of learner assessment as per the programme assessment strategy and HETAC approved quality assurance procedures and applicable award standards

2) Liaison with the partner institution/s, in fulfilment of above responsibility as detailed in the legal agreement established between KDSC and its partner/s, and ensuring a smooth transfer of learners and/or information and student records between different programme locations, if appropriate.

3) Liaising with the KDSC Registrar on matters relating to the programme, including processing learner applications, learner acceptance and travel and visa arrangements, appointment of external examiners, compiling assessment results from KDSC and partner institution/s, and arrangements for exam boards and awards

4) Day to day management of the programme provision in KDSC

5) Reporting to the KDSC Academic Committee on progress with and any matters relating to the programme

Where part of the programme is being delivered in a partner institution outside of KDSC, day to day coordination will be the responsibility of an identified staff member of that institution, as specified in the programme agreement, in collaboration with the overall programme coordinator for the duration of students' presence in that institution.

Where a full programme is provided outside of KDSC campus, by a partner higher education institution, and this is validated by HETAC, day to day management of the programme is the responsibility of the partner institution, while overall responsibility for QA remains with KDSC. Support and input from KDSC staff, and procedures for ensuring compliance with quality assurance standards and procedures will be set out in detail in each legal agreement to be established for all collaborative and transnational programmes.

KDSC will appoint a Programme Coordinator or Programme Leader for all collaborative and transnational programmes, and their responsibilities will include convening an annual round table programme review with all partner institutions involved in programme provision. The round table will typically address:

- Review and discussion on student grades, exam boards, and external examiner reports
- Programme evaluations from and issues raised by students
- Review of programme curriculum, assessment and staffing, and any appropriate or necessary changes to be made
- Review of programme management and any issues arising
- Any additional relevant issues around quality assurance, learner protection or programme reviews
- Review of process and any issues arising in relation to operation of the agreement established between KDSC and the partner institution/s.

4.7   Programme validation and review

Following the preparation of the programme description, programme assessment strategy and the establishment of a legal agreement between participating institutions, the Programme is submitted to HETAC for programme validation, along with the following documents:

- The proposed programme schedule, as per the required template[1], attached

- Module assessment strategies

- A statement identifying the target learners

- Minimum intended learning outcomes for the programme…

- The quality assurance procedures for the collaborative programme.

In addition to the documents listed in the paragraph above, the working group prepares a critical self-assessment of the proposed programme and the associated arrangements for supporting learning and delivering tuition that addresses HETAC's validation criteria[2].

As the application passes through the various stages of the external evaluation process KDSC and other consortium members assist the consortium's team/programme leader to respond to enquiries and facilitate the work of the HETAC expert team as it assesses the proposal.

Following the validation of the programme, consortium members confirm the schedules for the annual monitoring and periodic review and revalidation of the collaborative programme and arrangements for handling the post-validation follow up by HETAC. As part of this process, KDSC's Academic Council receive these schedules of reports in order to alert them to their continuing responsibilities for overseeing the good governance of the consortium and its programme.

Periodic programme evaluation

This is conducted every 4-5 years for all KDSC programmes validated by HETAC, for the purpose of programmatic revalidation. This process is described in detail in section 3.8.2.1.2. In the case of collaborative and/or transnational programmes, the following provisions apply.

Internal Review

The internal review will be conducted within partner provider institutions as well as within KDSC, to maximise consultation and participation of all stakeholders, under the guidance of the Evaluation Review Team, which will include a representative of each partner provider.

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[1] General Programme Validation Manual 2010, Appendix 1
[2] Core Validation Policy and Criteria 2010, Section 3, pp.6-10

The internal self evaluation report, including recommendations, to be drawn up by the Review Team following the consultation process, will be circulated among all partner providers for comment and input before being finalised and approved by KDSC Academic Committee and passed to HETAC.

External Review

The independent team of experts appointed to conduct the external review will include at least one expert familiar with the context within which transnational partners are operating, and at least one such expert will personally visit the transnational partner location as part of the external review.

All partner providers involved in the programmatic review will have an opportunity to view and comment on the final external review report and recommendations, and to contribute to the reponse and related implementation plan before this is submitted to HETAC.

ANNEXE 1

1   Kimmage Development Studies Centre (KDSC), as an institution based in Ireland is subject to and observes the requirements of Irish legislation including

- *The Qualifications (Education and Training) Act, 1999* (the Qualifications Act)

2   KDSC observes the requirements and guidance (as appropriate) of the following international agreements

- *Convention on the Recognition of Qualifications concerning Higher Education in the European Region* (the Lisbon Convention), 1997

- *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG), 2005-9

- *Framework For Qualifications in the European Higher Education Area*, 2005

- *The European Qualifications Frameworks for Lifelong Learning (EQF*), 2008

3   KDSC also works within the framework of policy, criteria and guidelines that have been developed by its awarding body, HETAC

- *Guidelines and Criteria for Quality Assurance Procedures,* HETAC, 2011

- *Supplementary Guidelines for the Delegation and Review of Delegation of Authority to Make Awards*, HETAC, 2003

- *Criteria and Procedures for the Delegation and Review of Delegation of Authority to Make Awards*, HETAC, 2004

- *Policy on Institutional Review of Providers of Higher Education and Training*, 2007

- *Policy on Registration of Providers*, 2008

- *Policy for collaborative programmes, transnational programmes and joint awards – accreditation, quality assurance, and delegation of authority*, HETAC, December 2008 (HETAC reference E1.3)

- *Assessment and Standards. Implementing the National Framework of Qualifications and Applying the European Standards and Guidelines*, HETAC, December 2009 (HETAC reference C.1.1 version 1.1)

- *Procedure for assessment of applications for Registration as a HETAC Registered Provider*, Version 8, January 2010

- *Core Validation Policy and Criteria*, HETAC, June 2010 (HETAC reference E.1.8, version 1.0)

- *General Programme Validation Manual*, HETAC, July 2010 (HETAC reference E.2.4, version 1.1)

- HETAC Award Standards

  and by the Irish Higher Education Quality Network (IHEQ)

- *Provision of Education to International Students: Code of Practice and Guidelines for Irish Higher Education Institutions,* September 2009

4 KDSC also observes the requirements of the National Qualifications Authority of Ireland (NQAI) and particularly its

- *Policies, actions and procedures for access, transfer and progression for learners*

- *Principles and Operational Guidelines for the Implementation of a National Approach to Credit in Irish Higher Education and Training*

- *Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training*

ANNEX 2

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EXTRACT FROM KDSC STRATEGIC PLAN

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SECTION 1.   KDSC STRATEGIC PLAN 2009 - 2013

Introduction

1.1 Background to Kimmage Development Studies Centre

Kimmage Development Studies Centre (KDSC) was first established in 1974 by the Holy Ghost Fathers (Spiritan Congregation), initially as a programme of training and studies to address the needs of missionaries and the emerging body of lay volunteers at that time.   Since that period the KDSC has developed a variety of programmes, courses and learning activities to cater for the ongoing and growing professional capacity needs of the broader international development sector, in particular those of Irish and non-Irish people working as development practitioners with Non-Government Organisations (NGOs) or other governmental agencies in the field. During these three decades of operation, KDSC has undergone successive internal and external evaluations and reviews – i.e. for Irish Aid, HETAC - all of which have served to synthesize and clarify the orientation and responsiveness of the Centre towards the sector.

The most recent external Review of the work of the Centre, undertaken by Fitzpatrick Associates, *Review of Irish Aid Support to Kimmage Development Studies Centre* (May 2008), provides much detail on the profile of participants of courses and the programmes associated with KDSC. Figure 1, (see following pages), gives a graphic illustration of some of the main activities undertaken in terms of Irish-based and Overseas-based projects since the previous strategic plan of the Centre.   Two significant aspects showing the growing diversity of KDSC's work is with regard to the Dtalk[3] and KODE[4] programmes. The consultants' report (Fitzpatrick, 2008, p.7) highlights "the significant evolution of the activities of KDSC over the past three decades, responding to changing demand and to other external factors."   The report (pp.15-16) also pointed to the significant changes since the previous review of the Centre, including: improvements to facilities, revisions to syllabus, the development of KODE (Kimmage Open and Distance Education) programme, the efforts towards partnership building, joint ventures (at home and overseas), registration of KDSC as a legal entity (in order to further the aims of obtaining more diverse funding strands), and a growth in enrolments. An indication of the latter to the full time academic programmes is contained in the following Table 1:

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[3] Dtalk = Development Training & Learning at Kimmage – funded by Irish Aid since 2005 – offers scheduled, intensive & specialized training courses to development workers from the civil society sector active in international development. See www.dtalk.ie

[4] KODE = Kimmage Open & Distance Education – a newly developed set of modular courses delivered by a blend of online, tutor-support and distance learning materials, piloted by Kimmage in East, Southern & West Africa, and Ireland, and intended for formal offer as another training mode in 2009. www.kodeonline.com
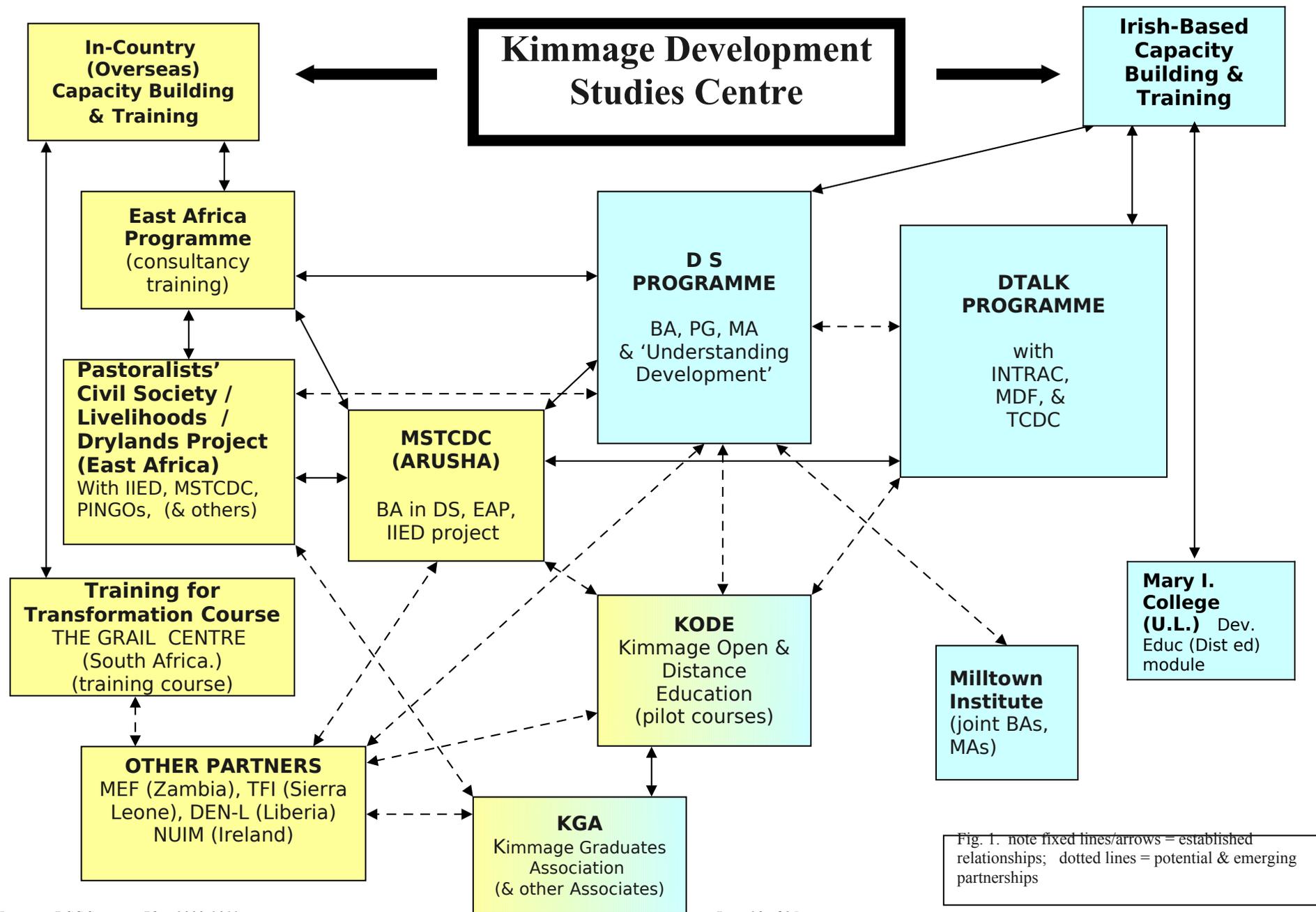
*Table 1:   Numbers enrolled on all KDSC programmes of Development Studies
2002/3 to 2007/8 (including those studying at TCDC our partner
institute in Arusha, Tanzania)*

| COURSE YEAR | TOTAL ENROLLED * | FULL TIME | PART TIME ** | S EX | | NATIONALITY | |
				MALE	FEMALE	IRISH/EU	NON EU
2002/03	80	61	19	38	42	23	57
2003/04	82	65	17	41	41	20	62
2004/05	83	64	19	44	39	21	62
2005/06	104	81	23	60	44	16	88
2006/07	175	153	22	95	82	33	142
2007/08	165	143	22	82	83	31	134
TOTAL	**689**	**567**	**122**	**360**	**329**	**144**	**545**
% of total		*82%*	*18%*	*52%*	*48%*	*21%*	*79%*

* Figures do not include evening course students attending KDSC, (nor Dtalk participants) but do include students completing research/dissertations for MA & BA in their second years.
 ** In 1990/1 DSC began a new part-time option called ACCS (Accumulation of Credits & Certification of Subjects) authorised by the validating agency, NCEA (now HETAC), which allowed students to attend courses over longer periods than one year, and acquire the same qualifications. Part time numbers also include PG Dip students from previous year(s) who return to complete MA programme on a part time basis as well as Year 2 BA students completing by open learning (part attendance part distance learning)

Figure 1, following page, illustrates some of the key activities in which KDSC is engaged – and distinguishing these between Irish based and overseas based projects and partnerships.   Further elaboration on the activities follows the diagram.

Kimmage Development Studies Centre

In-Country (Overseas) Capacity Building & Training

Irish-Based Capacity Building & Training

East Africa Programme (consultancy training)

D S PROGRAMME

BA, PG, MA & 'Understanding Development'

DTALK PROGRAMME

with INTRAC, MDF, & TCDC

Pastoralists' Civil Society / Livelihoods / Drylands Project (East Africa)
With IIED, MSTCDC, PINGOs, (& others)

MSTCDC (ARUSHA)

BA in DS, EAP, IIED project

Training for Transformation Course
THE GRAIL CENTRE (South Africa.) (training course)

KODE
Kimmage Open & Distance Education (pilot courses)

Milltown Institute (joint BAs, MAs)

Mary I. College (U.L.) Dev. Educ (Dist ed) module

OTHER PARTNERS
MEF (Zambia), TFI (Sierra Leone), DEN-L (Liberia) NUIM (Ireland)

KGA
Kimmage Graduates Association (& other Associates)

Fig. 1. note fixed lines/arrows = established relationships;   dotted lines = potential & emerging partnerships

1.2 Key Activities of KDSC

In Figure 1, the principal Irish-based activities are described as the DS (Development Studies) Programme and the Dtalk Programme. The scale of the boxes in which these are depicted is indicative of the proportion of time and other resources dedicated to these two main programmes.

Development Studies Programme
The DS programme (BA, MA and Postgraduate courses) offers participants an inter-disciplinary learning situation within which the development process can be analysed, and can inform appropriate responses by development organisations. A deliberate attempt is made in all subject areas to integrate the relevant theory with the participant's experience in the context of cultural diversity – an average intake in Kimmage would see 20-25 different nationalities represented. The pedagogical approach is firmly based upon adult learning principles, drawing upon the experiential knowledge of participants, relevant and topical case studies, the exploration of practical tools, the use of participatory methodologies, the promotion of critical reflection and analysis, and full utilisation of good, contemporary, peer-reviewed published literature pertinent to the field of study. The 'Understanding Development' course is a long-running evening course which is aimed at development educators, staff of agencies, and the general public, who are unable to attend the full-time or part-time day-time offerings at Kimmage, and has been running (with the support of the development education funding from Irish Aid) for more than 25 years.

Dtalk Programme
This training and learning programme is supported by Irish Aid for development workers from the civil society sector active in international development. This includes Irish NGOs and missionary organisations. The programme is managed by a consortium of organisations led by KDSC. and mainly run at Kimmage Manor, but has run several courses at other venues around Ireland, such as Cork, Galway and Limerick. The other members of the consortium are INTRAC (the International NGO Training and Research Centre, UK), MDF Training and Consultancy (the Netherlands). Full details of the range of courses run by Dtalk can be seen in our website: www.dtalk.ie In addition, the terms of the agreement with Irish Aid includes the Dtalk programme seeking to enable cross-sectoral and inter-organisational learning to take place. This is done through running various events (conferences, seminars, etc.) which provide opportunities for such learning to occur. The location of this programme at Kimmage enables 'cross-fertilisation' of learning to occur between Development Studies (DS) participants and those attending Dtalk courses, and a deliberate attempt is made to facilitate such sharing by judicious scheduling of the DS and Dtalk modules that have subjects that are similar or complimentary.

Mary Immaculate College (University of Limerick)
Other Irish-based activities include linkages with Mary Immaculate College (MIC) to date mainly through KDSC collaboration in the development and

delivery of a distance education Graduate Diploma/ Masters course in Development Education.   This has seen KDSC staff researching and writing the introductory module of the course handbook, conducting a weekend workshop for students, and assessing assignments from students.   The relationship is one which both institutes look forward to continuing and developing in the years ahead.

Milltown Institute
Through its Mission Studies department, Milltown Institute (an NUI approved college), has sought links with KDSC in terms of student exchanges and the development of joint courses at undergraduate and postgraduate levels, particularly in the areas of social justice. In the short term (2008/9 academic year) the collaboration between these two institutes will see students from Milltown attending specialised modules in KDSC, their participation in which will earn credits towards their eventual degree.

Other discussions regarding collaboration are in their early stages with All Hallows (a college accredited through Dublin City University) with whom we have some courses in areas of common interest, such as management of community and voluntary organisations and adult education.

Kimmage East Africa Programme
Prominent among the 'In-country' (overseas) capacity building and training activities is the Kimmage East Africa Programme (KEAP). As part of its previous strategic plan, KDSC established in 2003 a consultancy 'outreach' office to research, assess, plan and coordinate various new activities with partners in the region. The most significant project currently undertaken by the East Africa Programme is entitled *'Strengthening communities' voice in shaping policies for sustainable environmental management and poverty reduction in the drylands of Tanzania'* which briefly, builds upon work done and continuing in terms of a broader regional initiative from other partner organisations seeking to make decentralisation work for sustainable drylands environmental management and poverty reduction in eastern Africa. This is a 3 year programme which has commenced in October 2007, focuses on Tanzania; designing innovative tools and approaches that can be used by pastoral civil society and government for tackling the differences in power that impede policies and institutions from achieving equitable natural resource management, central to people's livelihoods and reducing poverty. The core partners in this programme with Kimmage are IIED (International Institute for Environmental Development – www.iied.org; TCDC (Danish Training Centre for Development Cooperation) http://www.TCDC.or.tz; TNRF (Tanzania Natural Resource Forum), www.trnf.org; PINGOs (Pastoralist Indigenous Non-Governmental Organisations), http://pingosforum.org/vision.htm; and TAPHGO (Tanzania Pastoralist and Hunter Gatherer Organisation) www.taphgo.org;   To date, funding has been granted by Irish Aid and Cordaid (of the Netherlands) for this programme.

TCDC

KDSC has been in partnership with TCDC which is based at Arusha, Tanzania, since 1994. The first collaboration saw us jointly offering a Certificate in Management of Community Development Programmes, then a National Diploma, and since 2001, in parallel with the programme in Dublin, a BA in Development Studies. The parent organisation Mellemfolkeligt Samvirke (MS) is a Danish non-governmental non-profit making organisation working in the fields of development, international understanding and solidarity. KDSC has much in common with its Tanzanian based partners, and our relationship has led to productive exchanges in other projects, such as the Dtalk programme, the pastoralist livelihoods project outlined above, the KODE programme, and several international conferences and seminars to which staff of either institute have contributed.

Training for Transformation, (Grail Centre)

A partnership with the Training for Transformation programme began in 2002, when the pilot of this programme was initially hosted at the Grail Centre, Kleinmond, South Africa. The programme was an updating of the successful DELTA[5] courses popularised by Ann Hope and Sally Timmel in Kenya in the 1970s and which, in this initial programme, consisted of 36 participants (all women) drawn from a variety of countries including South Africa, Zimbabwe, Zambia, Rwanda, Uganda, Liberia, India, UK, USA, and Mexico. The role of KDSC to date is one of providing academic support, advice on curriculum and reading materials, and as external (quality assurance) monitors of the assessment and grading process.

KGA (Kimmage Graduates Association)

Approximately 650 people are currently registered to the alumni association but, as will be indicated in the Strategic Objectives later (see Objective 3.7) we intend that regional groups of alumni will be encouraged and supported to initiate and contribute towards a range of development activities in their respective work and living locations. It is a potentially rich resource which to date has been drawn upon only intermittently (e.g. as a resource pool for pilot KODE courses in various countries, see below) but one which we are confident can be utilised even more effectively. Given the relatively small intake size and interactive nature of KDSC programmes, long lasting relationships between staff and participants have been sustained, and we realise the substantial degree of goodwill and willingness to remain associated and supportive of our activities that exists among the Kimmage 'diaspora'.

KODE (Kimmage Open and Distance Education)

After two years of research, piloting and planning, the KODE programme will be formally launched in 2009. KODE offers a range of practical courses to development workers – particularly those working in the field at community level projects in Africa. KODE has put in place a 'blended' learning package for participants which includes in-country workshops, specialized tutor support and advice, a dedicated website to facilitate

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[5] Development Education and Leadership Teams in Action

student communication and, essentially, full course material/content on CD. This learning method facilitates participants to work through the concepts, principles and practice of each course topic at their own pace, in their own time to gain key skills in each of the subject areas.

We believe there is a strong market for short professional development courses among our typical target learners working in NGOs and CBOs thereby meeting the education and training needs of development workers. This innovative distance learning delivery will help to further KDSC's strategy to localize capacity building and further develop our educational partnerships in the South. The modular courses developed to date include:

- Project Planning and Proposal Writing – 8 weeks
- Monitoring and Evaluation – 4 weeks
- Project Management and Accountability – 4 weeks

All courses offered adhere to KDSC's standards of best practice and excellence.

To date, KODE courses have been piloted in Kenya, Tanzania, Sierra Leone, Zambia and Ireland.   Given that the modes of delivery of learning transcend national or regional (or institutional) boundaries, and facilitates study for participants in the widest possible range of venues and locations, we believe KODE will become an ideal 'bridge' between our Irish-based and overseas-based activities. In this context, KODE has already proven to be a potent agency for cross-institutional capacity building in that the pilot modules have served to update staff in Mindolo Ecumenical Foundation (MEF) in Zambia, and The Fatima Institute (TFI), in Sierra Leone.   (Website: www.kodeonline.com)

Other Partners

Although we attempt to distinguish between home and overseas activities – in reality of course, many of the projects are intertwined. For example, the 'Other Partners' box refers to at least two projects that KDSC is involved in through the Irish Aid / HEA grants scheme, with partners in Tanzania for one of these (The *Combat Diseases of Poverty* project – led by NUI Maynooth, see website: www.cdpc.ie), and partners in West Africa (Sierra Leone and Liberia) with a Kimmage-led networking project entitled *'Strategic training and research initiatives on good governance and development in fragile states in Africa'*.

Kimmage Development Studies Centre
MANUAL OF QUALITY ASSURANCE POLICIES AND
PROCEDURES
November 2009

See accompanying PDF file

ANNEX 4

NEW PARTNERSHIPS AND PROGRAMME DEVELOPMENT (NPPD) AND PROMOTIONAL AND INSTITUTIONAL CAPACITY (PICC) COMMITTEES

Staff-committee Terms of Reference

1. **General Terms of Reference**:

   1.1 To monitor and review ongoing activities within the Strategic Plan and support staff members who have undertaken roles of responsibility for certain activities. (e.g. Support may be in terms of ensuring that individuals have sufficient time and noting if additional administrative back up is required.)

   1.2 To generate new ideas – i.e. to assist in terms of strategic thinking – which may be translated into new activities (see 1.4 below) or may just be about noticing how we can simplify ways of doing things.

   1.3 To liaise with (and meet with) members of the relevant sub-committees established by the board of Executive Directors, and other established committees including the Academic Committee, to ensure clarity of communication and full sharing of information.

   1.4 To identify and develop new activities which would be seen to help KDSC achieve its goals and objectives, and to formulate proposals for these which could be communicated to the KDSC board - either via the appropriate sub-committees, or through the Executive Director – to obtain their response (and if required) their approval.

   1.5 To ensure, with any new activities proposed, that these are in compliance with the quality assurance policy and procedures in place.

   1.6 To assist the Executive Director in maintaining a clear and up to date overview of strategic activities as needed to report to stakeholders.

   1.7 To review these terms of reference after 6 months.

2. **Guidelines for operating procedures and structure:**

2.1. Staff Sub-Committees (SCs) – (to be known as "Staff Committees" - to distinguish from sub-committees of the board) - it is proposed that we begin with just 2 – both with responsibility for monitoring the work being done under respective Strategic Goals – e.g. 'New Programme Development/Partnerships' (NPPD); and 'Promotion and Institutional Capacity' (which includes fund-raising) (PIC).

2.2. SCs – open to all core staff members, with at least 2 staff members agreeing to take on coordinating roles (co-chairs – perhaps alternating) for an agreed period of time (e.g. six months). Given the scale of KDSC it would seem reasonable to ask staff to choose between one or other SC.

2.3. Frequency of meetings: it is proposed to meet at least bi-monthly, in accordance with established work programmes.

2.4. Co-chairs (called 'Convenors' to avoid confusion with other coordinating posts in KDSC) will meet regularly e.g. monthly, to cross check and clarify issues between the two SCs, e.g. possible overlaps of certain activities. Such meetings could coincide with other staff meetings.

2.5. Each SC will set out specific work programmes and areas of responsibility on an annual basis.

2.6. Decision-making – the SCs are authorised to make decisions concerning pursuit of new initiatives, and allocation of tasks around these. However, formal approval of new, or changes in existing programmes or partnerships and related legal agreements continues to fall within the remit of the Academic Committee and where appropriate, the Board of KDSC.

2.7.

2.8. Notice of all meetings, agendas and reports from meetings will be circulated to all core staff of KDSC.

3   Specific Responsibilities of each Committee

3.1 NEW PARTNERSHIPS AND PROGRAMME DEVELOPMENT (NPPD) COMMITTEE
3.1.1 To monitor and review ongoing KDSC programme and partnership activities in relation to compliance with and furtherance of the current Strategic Plan objectives and activities
3.1.2 To discuss ideas and proposals for initiating new programmes and/or partnership arrangements and make an initial assessment and recommendation in relation to:
- Fit and complementarity with KDSC mission, ethos, and current strategic plan

- Potential target groups and rationale for new programme
- Potential financial viability

3.1.3 Assign responsibility for proigressing proposals, as per procedures detailed in KDSC's QA procedures.

3.1.4 To review and make recommendations relating to draft agreements with current or prospective partners for provision of educational programmes and other development education activities

3.1.5 To refer programme proposals, and other documentation to the Academic Committee for discussion and approval as andwhen appropriate

3.2 PROMOTIONAL AND INSTITUTIONAL CAPACITY (PICC) COMMITTEE

3.2.1 To monitor and review ongoing activities within the Strategic Plan that relate To Development of Resources and Institutional Capacity (Goal 2) and Profile Raising and Documentation (Goal 4)

3.2.2 To monitor and review activities identified within the Kimmage DSC Communications and Marketing Strategy 2010-2013 (these relate specifically To the marketing of Kimmage DSC programmes and services, profile raising and diversifying our funding base)

3.2.3 To monitor KDSC promotional output including brochures, advertisements, webs pages, facebook sites, HTML newsletters, to ensure these are complementary to overall promotional/ marketing strategy as well as meeting the guidelines of the Dochas Code of Conduct on the use of Images and Messages.

3.2.4 To generate new ideas relevant to Promotions, Marketing and Communication which may be translated into new activities or which would be seen to help achieve Strategic Goals 2 & 4.

3.2.5 To ensure these activities comply with Kimmage DSC quality assurance policies and procedures.

3.2.6 To liaise with appropriate sub committee established by the KDSC Board