



Kimmage Development Studies Centre

# MANUAL OF QUALITY ASSURANCE POLICIES AND PROCEDURES

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## Table of Contents

1	Introduction, Mission and Ethos.....	1
1.1	Introduction .....	1
1.2	Mission Statement.....	2
1.3	Quality Ethos, Values and Principles.....	2
2	Quality Assurance Objectives and Policy.....	3
2.1	Quality Objectives.....	3
2.2	Quality Assurance Policy.....	3
2.3	KDSC Functions and Operations.....	3
2.3.1	Teaching.....	4
2.3.2	Research.....	4
2.3.3	Learning Environment.....	4
2.3.4	Learner Welfare.....	4
2.3.5	Assessment .....	5
2.3.6	Facilities and Equipment.....	6
2.3.7	Management and Administration.....	6
2.3.8	Partnerships and Outreach Activities.....	7
2.3.9	Human Resources.....	7
2.3.10	Data Management.....	8
2.3.11	Access, Transfer and Progression of Learners.....	8
2.3.12	Programmes.....	8
2.3.13	Open and Distance Learning.....	9
2.3.14	Public Information .....	10
2.3.15	Freedom of Information.....	10
3	Quality Assurance Procedures.....	11
3.1	Governance, Management and Human Resources.....	11
3.1.1	Board of Directors .....	11
3.1.2	Academic Committee .....	12
3.1.3	Management of Quality Assurance.....	14
3.1.4	Staff Roles .....	16
3.1.5	DTALK Programme Management Unit (PMU):.....	21
3.2	Human Resource Management .....	21
3.2.1	Staff Selection and Appointment.....	21
3.2.2	Employment Terms and Conditions.....	22
3.2.3	Staff Induction .....	23
3.2.4	Staff Appraisal .....	23
3.2.5	Staff Development and Training .....	24
3.2.6	Staff Committees.....	24
3.3	Programme Design .....	25
3.3.1	Principles of Programme Design.....	25
3.4	Programme Quality Assurance.....	28
3.5	Procedures for the Design and Validation of New Programmes.....	28
3.5.1	Arrangements for Development and Validation of new Programmes.....	30
3.5.2	Ongoing Programme Management.....	31
3.5.3	Programme Round Tables.....	32
3.6	Subject Outlines.....	34
3.7	Assessment and Examination procedures.....	34
3.7.1	Assessment Procedures.....	34
3.8	Monitoring and Evaluation.....	41
3.8.1	Procedures and Guidelines for Programme Monitoring.....	41
3.8.2	Procedures and Guidelines for Programme Evaluation .....	45

3.8.3	Procedures for Evaluating the Effectiveness of Quality Assurance Procedures	52
3.8.4	Mechanisms for Implementing Change at Programmatic Level.....	54
3.8.5	Mechanisms for Implementing Change at Institutional Level.....	55
3.9	Data Collection and Management.....	55
3.9.1	Personal Data.....	55
3.9.2	Academic Performance and Achievement.....	56
3.9.3	Feedback from Learner Evaluations and Tracer Studies.....	58
3.9.4	Data Storage and Analysis.....	58
3.9.5	Critical Quality Indicators.....	59
3.9.6	Data Protection.....	59
3.10	Public Information .....	60
3.10.1	KDSC Website.....	61
3.10.2	Social Networking Sites.....	61
3.10.3	KDSC Newsletter.....	61
3.10.4	KDSC Brochures and Marketing Materials.....	61
3.10.5	Participation in Conferences, and Educational Recruitment Fairs.....	62
3.10.6	Procedures for the Publication of Strategic Plans, Audited Accounts, Reports and Results of Reviews.....	62
3.10.7	Freedom of Information.....	62
	List of Appendices.....	63

# **1 Introduction, Mission and Ethos**

## **1.1 Introduction**

*'QUALITY is the level of satisfaction with the effectiveness of awarding bodies and providers of education and training, their products and services, established through conformity with standards and the achievement of excellence demanded and contributed to by learners and other stakeholders'*

National Qualifications Authority of Ireland<sup>1</sup>

The Kimmage Development Studies Centre (KDSC) has committed itself to embracing an inclusive quality assurance culture. This Quality Assurance Handbook demonstrates this commitment. The quality assurance framework and policy documentation outlined in this handbook clearly articulates the principles and procedures followed by the KDSC, in its quest to achieve and sustain the highest standards in education and training.

The KDSC is required under the Qualifications (Education and Training) Act 1999 to ensure that quality assurance policy and procedures are in place and to agree these procedures with the Higher Education and Training Awards Council (HETAC). In designing quality assurance policies and procedures, the KDSC has drawn from HETAC's publication, *'Guidelines and Criteria for Quality Assurance Procedures in Higher Education and Training'* (2011), as well as being informed by the ENQA Report (2007) *'Standards and Guidelines for Quality Assurance in the European Higher Education Area'*.

The KDSC approach to quality assurance is based on the belief that it should be simple, flexible and relatively easy to implement. The KDSC sees educators as change agents who must take ownership of the quality assurance process and its procedures, and make it an intrinsic part of their work.

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<sup>1</sup> [www.nqai.ie/docs/links/PositionPaper2.doc](http://www.nqai.ie/docs/links/PositionPaper2.doc)

## **1.2 Mission Statement**

The mission of KDSC 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.

## **1.3 Quality Ethos, Values and Principles**

The values underpinning the KDSC approach to education include those of respect, dialogue and the promotion of an ethic of service.

The ethos and identity of the KDSC is embodied in a pedagogical approach based on participatory learning and critical thinking that seeks to empower learners. The ethos of the KDSC is reflected in all aspects of the life of the institute and can be characterised by professionalism married with voluntary contributions, a friendly and caring environment and accessibility of staff and resources.

The physical location of the institute within the Congregation of the Holy Spirit and the substantive support from the congregation, contributes directly to the positive ethos and environment.

The KDSC can be described as a healthy and vibrant educational institute, developing and refining its own niche as a service provider to a distinct group of learners. The majority of the KDSC's learners are mature learners engaged in development work. International learners are mainly development workers with government organisations, community based organisations and Non Governmental Organisations (NGO's). Irish based learners are typically returned development workers, development educators, community workers or people wishing to commence a career in development work. The education and training provided by the KDSC is best described as capacity building for development practitioners.

## **2 Quality Assurance Objectives and Policy**

### **2.1 Quality Objectives**

The KDSC Quality Objectives are:

- To maintain the highest possible standards in all aspects of its activities
- To ensure compliance with appropriate national and European standards of quality assurance within higher education and training
- To maintain a process of quality assurance throughout new and existing programmes through regular review, evaluation and up-dating of quality assurance policies.
- To explore specific areas of work related to quality assurance, as identified in the KDSC strategic plan 2009-2013, in the recommendations of the KDSC Institutional Review 'Self Evaluation Report' 2009, and in the final report of the 2010 Institutional Review Panel.
- To publicise KDSC's quality assurance policy among KDSC stakeholders.

### **2.2 Quality Assurance Policy**

The Quality Assurance (QA) Policy provides a framework for and drives the quality assurance procedures operating in KDSC. It aims to reflect KDSC's mission and values and relates closely to the relevant strategic management plans and operations. Any changes in QA policy must be ratified by the Academic Committee before implementation (see 3.1.2. below).

### **2.3 KDSC Functions and Operations**

The quality assurance policy covers all aspects of KDSC's functions and operations that impact on the standard and quality of its programmes. These functions and operations are:

#### **2.3.1 Teaching**

The KDSC's teaching methodology lends itself to an adult learning, participatory format and is consistent with the principles of life long learning<sup>2</sup>. The KDSC has developed a pedagogy and methodology which is learner centred, values experience, is interactive and creative, and which is highly appreciated by the programme learners.

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<sup>2</sup> 'Lifelong learning is all about learning activity throughout life and has been defined by the European Commission as: "all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective"' (National Qualifications Authority of Ireland, 2002).

### **2.3.2 Research**

The KDSC has made it a strategic priority to dedicate more staff time and energy to research, documentation and publication activities. The KDSC sees research as an opportunity to update the knowledge of staff and so benefit the institute as a whole, and to enable appropriate and useful public engagement with debates in development theory and practice.

### **2.3.3 Learning Environment**

It is the policy of the KDSC to foster an informal, friendly atmosphere based upon a philosophy of service and mutual respect. The KDSC emphasises dialogue, a pleasant learning environment and a community of mutual support for all learners.

### **2.3.4 Learner Welfare**

The KDSC pays attention to the personal as well as the academic development of its learners. Given the international composition of the learner body and the recognition that for many, their time at the KDSC is their first experience of a foreign environment, the KDSC strives to ensure that all learners have a productive and enjoyable learning experience.

It is the policy of KDSC, furthermore, to adopt and maintain the sector wide standards and minimum requirements with regard to recruitment, enrolment, orientation, academic matters, student protection, support services, and pastoral care and welfare of international students. This policy is informed by current good practice as set out in the *Provision of Education to International Students: Code of Practice and Guidelines for International Students* (IHEQN, 2009)

### **2.3.5 Assessment**

The KDSC is determined to have an examination and assessment system (including the recognition of prior learning) which is fair, consistent and effective in measuring the extent to which learners achieve the relevant minimum intended programme learning outcomes. In the interests of transparency, KDSC will ensure a *Programme Assessment Strategy* is prepared for every HETAC accredited programme and updated on an annual basis.

KDSC has endeavoured to design, monitor and review its processes in line with best practice among other third level providers and to ensure compliance with, and effective implementation of, *HETAC Assessment and Standards 2009*.

In this regard, KDSC assessment principles are in line with those set out in the HETAC guidelines on same, and are outlined below.

- Assessment standards of KDSC programmes are based on the achievement by the learner of the minimum relevant learning outcomes (knowledge, skill and competence) pertinent to the level at which it is offered. Learners must demonstrate that they have attained the programme learning outcomes honestly.
- All assessors must be competent and knowledgeable about the objectives of assessment and the relevant standards, and they must be fair and consistent in their approach to the process.
- All assessment should be relevant (fit for purpose) and proportional to the learning outcomes expected and credits awarded.
- Assessment formats must be varied in recognition of different learning needs and styles, but fair, valid and accessible to all learners.
- Learning outcomes are assessed through the use of appropriate formative and summative assessment tasks in line with the objective of fully developing learner potential and meeting programme standards.
- The programme modules, learning outcomes and assessment steps are made known to the learners at the commencement of the programme and coordinated in order to lessen the potential for learner assessment fatigue.
- The coordination of assessment takes place between the course registrar, course co-ordinators, and course lecturers. All lecturers are expected to provide the registrar, programme co-ordinators and learners with detailed information regarding module learning outcomes and content as well as assessment types, the rationale for assessments and the grading criteria used before or at the commencement of each module.
- A clear and communicated complaints and appeals procedure must be conducted, where necessary, in a manner of fairness, consistency and fitness for purpose, and must be timely and transparent (Details are provided to all learners and staff in the *KDSC Participants Handbook* which is updated on an annual basis)



### **2.3.6 Facilities and Equipment**

The KDSC has a commitment to the provision of adequate and appropriate resources to enable the learning goals of learners to be achieved and to enable the quality assurance procedures to be implemented satisfactorily. It is policy of KDSC to regularly review the effectiveness of its premises, equipment and facilities, to ensure their continuing adequacy and effectiveness in relation to the provision of higher education and training programmes.

### **2.3.7 Management and Administration**

It is intended that the KDSC's Quality Assurance Handbook facilitates a systematic approach to demonstrating and enhancing quality. It is important that the systems put in place to manage quality grow out of the active involvement of relevant stakeholders.

The systems established in KDSC lay out clearly where responsibility for quality lies. The KDSC management strive to create an environment conducive to participation, trust, teamwork, empowerment and pride in performance.

### **2.3.8 Partnerships and Outreach Activities**

The KDSC aims to develop and strengthen links with like-minded institutions in the South and in the North<sup>3</sup>. The KDSC will maintain existing partnerships (for example its collaboration with MS-TCDC in Tanzania<sup>4</sup>) and is actively investigating and cultivating new relationships and network arrangements (for example is collaboration with Sokoine University of Agriculture (SUA) in Tanzania).

In order to safeguard quality assurance of any existing or planned educational programmes delivered through collaborative and transnational arrangements, and to comply with HETAC policy<sup>5</sup> in this regard, KDSC has developed a specific set of *QA Policies and Procedures for Collaborative and Transnational Programmes*, which are available to download at: <http://www.kimmagedsc.ie/qualityassurance.html>

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<sup>3</sup> Where possible, we use the terms 'North' and 'South' rather than 'First World/Third World' or 'Developed World/Developing World', which imply inferiority and superiority. Though we recognise that no terms adequately reflect diverse geo-political, socio-cultural and economic realities, we use the term 'South' to refer to the countries of Africa, Asia and Latin America, and 'North' to refer to the countries of North America, the region of Europe, Japan, Australia and New Zealand.

<sup>4</sup> Mellemfolkeligt Samverk Training Centre for Development Cooperation (MS-TCDC), located in Arusha, Tanzania

<sup>5</sup> *Policy for collaborative programmes, transnational programmes and joint awards – accreditation, quality assurance and delegation of authority* (HETAC, December 2008)

The KDSC constantly explores the possibilities for engaging in activities complementing its core teaching functions. Such projects are developed and added in a context where the priority focus on the core functions of the KDSC is maintained.

### **2.3.9 Human Resources**

It is the policy of the KDSC to recruit, support and retain the staff required to ensure the delivery of a quality education service. The KDSC is committed to employing and maintaining a qualified, committed and competent staff geared towards the requirements of programme delivery and learner needs. It is the policy of KDSC, furthermore, to annually review and update its *Staff Policies and Procedures* document. A copy of this document will be made available to all staff, and put on the KDSC web-site.

It is also KDSC policy to support staff with a variety of training, educational and development opportunities. Staff development is any measure undertaken by individuals, teams or organisations to improve their skills, knowledge and abilities, particularly as they relate to the workplace and from which added value can be ascertained.

### **2.3.10 Data Management**

The KDSC generates and collates all necessary data in order to monitor critical quality indicators, for example entry levels, continuous assessment results, examination results, completion rates, learner feedback, external examiners' reports and graduate destination data.

It is the policy of KDSC to ensure all quality related records, including: learner attainment records; minutes of staff, academic and board meetings; monitoring and evaluation reports; plans and targets; etc, are managed, maintained and archived in a systematic way.

### **2.3.11 Access, Transfer and Progression of Learners**

This institute explicitly encourages applications to its programmes from mature learners and operates a process for assessing existing qualifications, including those awarded outside of the State, and prior experiential learning. In this regard its policies of admission and transfer are in accordance with those expressed by the National Qualifications Authority of Ireland (NQAI), *'Policies, Actions and Procedures for the Promotion and Facilitation of Access, Transfer and Progression for learners'* (2003). In particular this institute's practice is consistent with the principles expressed in the National Qualifications Framework (NQF),

i.e. that access be provided to those learners who have in the past had limited access to education and training programmes including mature learners, people with disabilities and from minority groups, both at home and abroad.

In addition this institute is fully committed to complying with the NQAI document: Principles and Operational Guidelines for Recognition of Prior Learning in Further and Higher Education (NQAI 2005).

KDSC has specific policies with regard to the Recognition of Prior Learning (RPL) are set out in a *Statement of KDSC Policies and Procedures with regard to the Recognition of Prior Learning* (attached as Appendix 10).

### **2.3.12 Programmes**

The core function of the KDSC is teaching, through providing the following programmes:

- A Level 7 'BA Degree in Development Studies'<sup>6</sup>.
- A Level 9 'Post Graduate Diploma /MA in Development Studies'<sup>7</sup>.
- A Level 9 'Post Graduate Diploma / MA in Dryland Policy and Climate Change Adaptation (commencing September 2012'<sup>8</sup>)

The KDSC continues to develop its curriculum, mindful of the changing external context within which it operates (which includes both changes in the field of international development as well as an increasingly flexible educational market). In order for the KDSC to be responsive to changes in the field of education and development, specific attention is given to issues of programme development. This requires that current programmes are constantly evaluated and upgraded.

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<sup>6</sup>The BA Degree in Development Studies is also delivered through an outreach programme (Course Code KI903) run in association with Mellemfolkeligt Samverk Training Centre for Development Cooperation (MS-TCDC), located in Arusha, Tanzania. As detailed in the '*Agreement between KDSC and MS Training Centre for Development Cooperation for the provision of a BA in Development Studies Programme*', KDSC takes overall responsibility for ensuring that the BA programme delivered in MS-TCDC is consistent with HETAC regulations and maintains academic standards of a high quality. The same high standards of quality assurance with regard to policies and procedures in programme design, programme quality assurance, assessment, programmatic evaluation, and mechanisms for implementing change, that are described in this handbook, are also applied to the BA Degree as delivered through MS-TCDC.

<sup>7</sup>Students are accepted on to a common post graduate programme. Students who meet the required standard at the end of the taught course work will be permitted to continue towards an MA award (90 ECTS credits). Students who do not meet a minimum standard, or who chose to complete at this stage, will be registered for the award of Post Graduate Diploma in Development Studies (60 ECTS credits).

<sup>8</sup>The MA in Drylands Policy and Climate Change Adaptation is run in collaboration with Sokoine University of Agriculture (SUA), Morogoro, Tanzania.

In addition to its core programmes, KDSC offers a number of non accredited programmes, namely the Development Training and Learning at Kimmage programme (DTALK); Kimmage Open and Distance Learning (KODE); Kimmage East Africa Programme (KEAP) and the 'Understanding Development' evening course.

### **2.3.13 Flexible and Distance Learning**

KDSC is committed to delivering programmes with a comprehensive support system that facilitates effective learning. It is KDSC policy to ensure that the same rigorous approach to maintaining quality assurance and standards in delivering conventional 'face to face' programmes is also applied in the case of programmes, modules and course material delivered by 'flexible and distance learning' (FDL)<sup>9</sup>, including the employment of e-learning methodologies. Nevertheless, in recognising the unique attributes and considerations to be taken into account when delivering programmes and modules by FDL, KDSC is developing a set of QA Policies and Procedures specific to this area.

In the absence of explicit HETAC Guidelines in the area of FDL, KDSC will acknowledge and pay heed to best practice with the sector.

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<sup>9</sup> According to Farrell (2003\*), distance education involves "the delivery of learning or training to those who are separated mostly by time and space from those who are teaching or training. The teaching is done with a variety of 'mediating processes' used to transmit content, to provide tuition and to conduct assessment or measure outcomes" He suggests that flexible learning is "the provision of learning opportunities that can be accessed at any place and time. Flexible learning relates more to the scheduling of activities than to any particular delivery mode". These terms capture the essence of the Kimmage DSC approach as it includes delivery of some aspects of the programme by e-learning and the use of multimedia through virtual education (Farrell, 2003\*), but is not confined to them. (\* Farrell, Glen (ed.). 2003. [A Virtual University for Small States of the Commonwealth](#). Vancouver: The Commonwealth of Learning)

### **2.3.14 Public Information**

It is the policy of the institute to ensure that up to date, accurate, and impartial information is available to all learners (both those intending to join the Development Studies programmes and those who have already joined), to enable them to plan their learning on the basis of a clear understanding of the level (within the National Framework of Qualifications) of awards available and associated entry arrangements, transfer and progression routes, as well as the content and learning outcomes, and learning and assessment methods used, for each programme.

It is KDSC policy, furthermore, to observe, that its use of images and messages on the KDSC website, in course brochures and other publicity documents, is congruent with the 'Dochas Code of Conduct on Images and Messages'<sup>10</sup>.

### **2.3.15 Freedom of Information**

KDSC recognises its responsibility under the Freedom of Information Acts 1997, and the rights of learners to gain access to information held on them by the College, and will comply with any reasonable requests made under the Acts.

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<sup>10</sup> Dochas is an umbrella organisation of Irish Non Governmental Development organisations.

## **3 Quality Assurance Procedures**

### **3.1 Governance, Management and Human Resources**

#### **3.1.1 Board of Directors**

To assist the Executive Director and staff of the Centre in pursuing KDSC goals, a Board of Governors was formally established in 1991 by the chief stakeholders of the Centre, namely the Spiritan Congregation, with places reserved for representatives of other key agencies, such as Irish Aid (Department of Foreign Affairs). This Board acted in an advisory capacity for the Trustees (Spiritan Congregation) and the Centre operated as an unincorporated body under a Constitution from 1991 to 2006.

In 2005 a decision was made to seek a separate legal identity for the Centre. That year the Kimmage Development Studies Centre was formally registered with the Companies Registration Office (CRO) in Ireland. (Company No: 414814) in February 2006. Subsequently, KDSC successfully sought recognition as a Charity with the Revenue Commissioners (CHY 16985).

The Board of the KDSC reflects the constituency it serves and the background of the centre. It consists of members drawn from the Congregation of the Holy Spirit, other academic institutes, non-governmental development organisations and the community development sector.

The Board is chaired by either the Provincial of the Congregation of the Holy Spirit, or his nominee (a member of the Provincial Leadership Team). The Board is responsible for the appointment of an Executive Director and other senior staff. While the Board delegates day-to-day management responsibilities to the Executive Director of the KDSC, it reserves to itself the approval of all major changes to the overall policy and nature of the centre. The Board is responsible for the annual audited accounts and annual estimates, and approves all future plans of the KDSC, including seeking academic accreditation for additional programmes.

Fig 1 on page 15 shows the main lines of communication and reporting between the Board and staff of the KDSC. TOR for Directors are attached as an Appendix (1).

To assist in its strategic work, members of the KDSC Board have formed three (not mutually exclusive) sub-committees – namely, (a) an Audit and Finance Sub-Committee; (b) a Promotions & Fund-Raising Sub-Committee; (c) a Programme Development Sub-Committee (which also

has as its brief, institutional links). The latter two sub-committees of the board work in tandem with two similarly focused Staff Committees, i.e. The PIC and PPD<sup>11</sup>.

The primary purpose of the sub-committees is to ensure an oversight and support role to the operational work of the KDSC and to seek to ensure that activities proposed are consistent with the strategic goals and plans of KDSC. The sub-committees are not decision making bodies. As is already determined by the governance structures of KDSC, policy related matters are decided upon by directors at board meetings, and other operational day to day management decisions are made by the Executive Director and designated staff of the Senior Management Team (SMT).

The TOR for these committees can be found in Appendix 2.

### **3.1.2 Academic Committee**

The Academic Committee of KDSC (formerly known as the Academic Council) is the top level deliberative committee with overall responsibility for academic affairs. It meets no less than 4 times a year. It consists of the Director, the Deputy Director, the Registrar, Programme Coordinators and other Senior Lecturers. A learner representative is invited to attend certain parts of academic committee meetings – particularly those concerned with matters of programme development, course monitoring and evaluation, programmatic review, etc. Decision making by the academic committee is by consensus.

The TOR for the Academic committee are as follows:

#### **General**

- Ensure that all learners receive equality of treatment and service in terms of programme provision and that the highest possible standards are maintained.
- Agree in advance the timetabling of respective schedules.
- Collaborate on matters of participant admission, to ensure consistency of approach and encourage efforts to promote KDSC programmes.
- Agree upon procedures for dealing with matters of general misconduct, misbehaviour and academic misdemeanours.
- Act as a final committee of arbitration, or establish a Special Hearings Committee in cases of dispute between staff and learners and to hear disciplinary matters brought before it under set procedures.
- To review material for publishing.

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<sup>11</sup> PIC = Promotion & Institutional Capacity development; PPD = Programmes & Partnership Development

## **New Programmes**

- To review and approve new programme proposals, including programmes developed in collaboration with new or existing partners.
- To review and approve new Consortium Agreements and Programme Agreements (or simply 'Agreements') with new or existing partners, prior to submission to HETAC.
- To review and approve new programme submission documents, including new *Programme Assessment Strategies* prior to submission to HETAC.

## **Assessment**

- See that procedures regarding assessment (including assessment of prior learning) and examination are in harmony across all programmes, that appeals procedures are dealt with in a fair and transparent manner and that adequate communication concerning such is maintained between all staff and programme learners.
- Ensure that each programme has a clear and up to date *Programme Assessment Strategy* and that each subject has a *Module Assessment Strategy*<sup>12</sup>
- To approve the appointment of new External Examiners.
- To review External Examiners Reports at the end of an academic year and identify action points where necessary.

## **Monitoring and Evaluation (including Periodic Evaluation)**

- To review the findings of ongoing programme monitoring and evaluation and approve changes proposed.
- To review and monitor the recommendations and implementation of improvements made resulting from Periodic Programme Evaluations.
- To ensure changes proposed in any Quality Improvement Plan (resulting from a Quality Assurance Effectiveness, or Institutional, Review) are implemented and managed effectively.
- To approve any changes to QA Policy and changes to QA reports, prior to publishing

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<sup>12</sup> In the absence of specific Programme Boards for each of the KDSC accredited programmes, it is the responsibility of the Academic Committee to ensure effective implementation of programme assessment strategies.

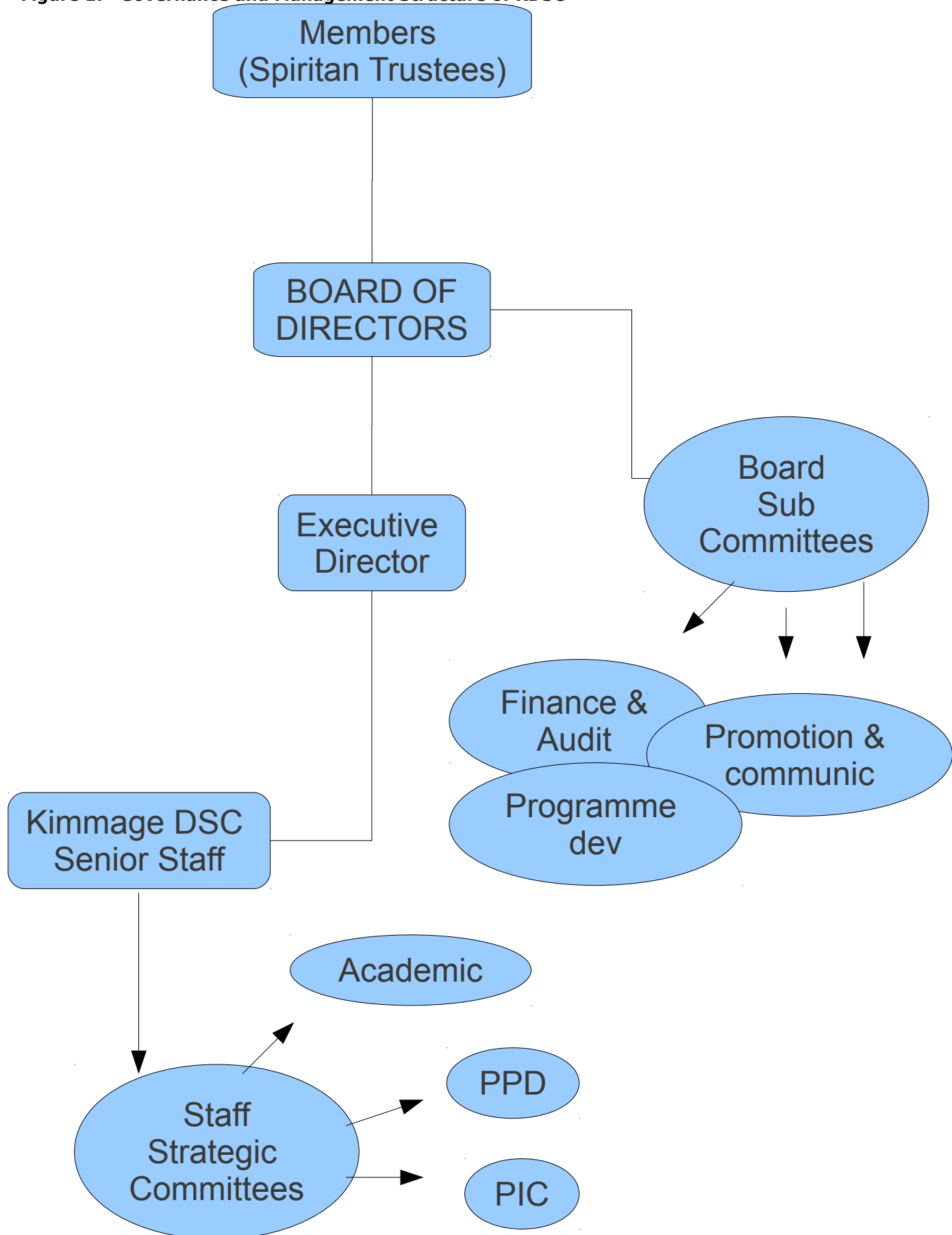


### **3.1.3        *Management of Quality Assurance***

Responsibility for the formulation of the quality assurance policy and for maintaining and improving institutional quality rests with the Management of KDSC, as well as with the Academic Committee. The Academic Committee has delegated responsibility for the monitoring of quality assurance policy and procedures to the Registrar. This person reports directly to the Academic Committee on quality matters.

Please see Figure 1 (page 15) which outlines the Governance and Management Structure of KDSC.

**Figure 1: Governance and Management Structure of KDSC**



### **3.1.4 Staff Roles**

The post holders listed below take responsibility for implementing and maintaining a quality assurance culture within the KDSC. In addition to any academic duties in relation to the programmes at the KDSC, staff have the following responsibilities:

#### **3.1.4.1 Executive Director**

The Director has specific responsibility for:

- The strategic planning, direction and operation of the education and training programmes at the institute, and to this end;
- the formulation of new policy, and with the Board, ensuring confirmation and compliance with policy objectives,
- the planning, administration and allocation of funds and presentation of annual budgets and accounts to the Board,
- the promotion of the work of the institute at home and abroad,
- the recruitment, employment and supervision of all faculty and staff,
- the coordination of staff development.

#### **3.1.4.2 Deputy Director**

The Deputy Director has specific responsibility for:

- Coordination of all undergraduate academic programmes especially in terms of scheduling, timetabling and liaising with lecturers.
- Coordinating academic planning and review meetings with lecturers during the year.
- Moderating of all programmes through coordination of Staff-Participant Committees and final programme evaluations.
- Overseeing the assessment arrangements for the BA programmes, as per the *BA Programme Assessment Strategy*.
- Coordinating curriculum development aspects of the programme with other faculty members.
- Financial management, and (with the Executive Director) preparation of the annual budgets.
- The coordination of the Information Technology services at the KDSC.
- Representing or acting on behalf of the Executive Director as necessary and appropriate.
- Reporting to the Academic Committee on progress with and any matters relating to the BA programme.

#### **3.1.4.3 Registrar**

The Registrar has specific responsibility for:

- Coordination of responses to all enquiries and applications to the KDSC.
- Overseeing the process of admissions to all programmes and, in consultation with other staff, in determining annual intakes.
- Coordination of responses to applications for sponsorship and decisions made by general staff committees, and correspondence with sponsors such as Irish Aid regarding these.
- Liaising with the accreditation authorities, for example HETAC, regarding admissions, registration, examination and other procedures relating to learners, as well as matters pertaining to programmatic evaluations, quality assurance audits and institutional reviews.
- Liaising with all internal and external examiners concerning the preparation, supervision, assessment and final grading of all examinations and assignments.
- Preparation of annual broadsheets of results in all examinations and communication with all relevant parties concerning same.
- Coordination of all Examination board meetings during the year.
- Advising all learners concerning their rights and responsibilities and coordinating matters of academic discipline.
- Maintenance of records relating to learner assessment
- Ensuring that each learner who has received an award is issued with a 'European Diploma Supplement', or in the case of learners who have not completed all stages of an award, a similarly detailed transcript of results.
- Reporting to the Academic Committee on all matters related to liaison with HETAC and external examiners, matters of academic discipline, etc.

#### **3.1.4.4MA Coordinator**

The MA Coordinator has specific responsibility for:

- Overseeing the programme of study for all post graduate / MA candidates.
- Assisting learners' research planning and proposals.
- Ensuring the consistency and quality of learner assessment as per the *MA Programme Assessment Strategy* and HETAC approved quality assurance procedures.
- Coordinating supervision of all research theses with other lecturers and liaising with the Registrar on arrangements for internal and external grading;
- The presentation of additional programmes and seminars as required by the MA programme.
- Promoting academic research and scholarship generally and particularly, through the coordination of occasional papers.
- Reporting to the Academic Committee on progress with and any matters relating to the Post Graduate / MA programme.

#### **3.1.4.5 Librarian**

The Librarian has specific responsibility for:

- Management of the KDSC library and other information resources.
- Advising the management of the KDSC in terms of the ongoing development of the library facilities, including linkages to the Information Technology resources at the institute.
- Corresponding with counterparts in any institutes with which the KDSC has associations or partnerships, for example, MS-TCDC in Tanzania and sharing information on mutually relevant publications.
- Establishing and maintaining links with other libraries, resource centres and providers with similar areas of study and/or types of facilities as the KDSC.

#### **3.1.4.6 Accounts Officer**

The Accounts Officer has specific responsibility for:

- Maintaining all essential records regarding the KDSC Board, Trustees, Personnel, and key stakeholders and clients of the KDSC.
- Day to day bookkeeping and management of the cash and current accounts of the KDSC.
- Administration of the payroll system and tax returns.
- Dealing with payments, transfers and receipts regarding scholarships, student grants, and liaison with all learners regarding transactions.

#### **3.1.4.7 Administrative Assistant(s)**

The Administrative Assistants have specific responsibility for:

- Assisting the Registrar in particular and KDSC Management in general with all correspondence and communications with the public and with the overall maintenance of accurate data and records at the KDSC
- Reception duties for the Manor building
- Ensuring adequate stocks of stationary and office supplies

#### **3.1.4.8 Information Technology Support Person**

The IT Support Person has specific responsibility for:

- Configuration of the IT system and network for staff and learners of KDSC.
- Overall administration and maintenance of the server and network.

- Troubleshooting in terms of software and hardware problems as they occur.
- Advising the KDSC management in terms of ongoing development of the IT resources.

#### **3.1.4.9 Catering Supervisor**

The Catering Supervisor has specific responsibility for:

- The management and supervision of the catering facilities at the KDSC.
- The maintenance of standards of hygiene and cleanliness and good order of all catering equipment and facilities of the KDSC.

#### **3.1.4.10 Accommodation Officer**

The Accommodation Officer has specific responsibility for:

- Allocating accommodation for all learners and visiting lecturers from overseas.
- Liaising with various landladies/landlords and with learners to ensure quality of accommodation, and that transactions regarding various payments are made effectively and in good time.
- Overseeing the allocation of rooms in Kimmage for outside groups as requested.
- Maintaining an inventory of all equipment, fixtures and fittings and arranging repairs and renewals when needed.

#### **3.1.4.11 Health and Welfare Officer**

The Health and Welfare Officer has specific responsibility for:

- Advising all learners, particularly those from outside the state, regarding health matters.
- Administering a group health insurance scheme for all learners.
- Coordinating information on, and any assistance that may be required for, learners who suffer ill-health during the year.

#### **3.1.4.12 KODE (Kimmage Open and Distance Education) Programme Development Officer**

*This position was created in 2008 following a strategic decision by the Board of KDSC to promote and develop a series of distance learning courses. The official is responsible for the following main areas of activity:*

- Course Delivery: ensuring the courses already developed under the programme are run efficiently and effectively for the learners concerned.

- **Networking & Promotion:** planning promotional and advertising campaigns, developing a network of tutors and supporters North and South, and increasing levels of participation in KODE courses.
- **Course & Strategic Development:** exploring potential new course areas for KODE, building on existing synergies between KODE, Dtalk and the Development Studies academic programmes for complementary collaboration e.g. the identification of new course areas. This includes pursuing an accreditation process for existing KODE courses with a view to marketing them with academic certification in future. In addition, the officer will identify and pursue possible funding streams for the ongoing development of KODE.
- **Management and Administrative Duties:** These include development of systems for recruiting, responding to and maintaining potential customers for KODE.

### ***3.1.5 DTALK Programme Management Unit (PMU):***

DTALK (Development Training and Learning at Kimmage) [www.dtalk.ie](http://www.dtalk.ie) is a training and learning programme, 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 including INTRAC (International NGO Training and Research Centre) from the UK, and MDF Training and Consultancy from the Netherlands.

The day to day management of the courses and other learning activities delivered by Dtalk are done by the PMU, (Programme Management Unit). The PMU is headed by the Coordinator of Dtalk, assisted by a Programme Officer and an Administrative Officer.

## **3.2 Human Resource Management**

KDSC regularly reviews the effectiveness of its human resource policies and procedures. Particularly in relation to the procedures for selection, appointment, appraisal, support and development of staff involved at any level in the delivery or support of a programme.

### ***3.2.1 Staff Selection and Appointment***

The KDSC is an equal opportunities employer that operates in accordance with the Employment Equality Acts (1998 and 2004).

The following steps are taken when recruiting for new or replacement Academic Positions:

- A selection committee is established, drawn from the staff and the Board of Directors.
- Advertisements concerning the position are placed in appropriate media, including the KDSC website.
- Job specifications are sent to all who seek further information on the position.
- Applications received are acknowledged and the forms and curricula vitae received are then copied to all members of the Selection Committee.
- The selection committee meet in due course and either agree a shortlist of candidates for the position, or if no suitable candidates are agreed, to recommend re-advertising of the position at a future date.
- When a shortlist is agreed, invitations are sent out to all candidates on the list advising them to attend for interview on a particular date and time.
- All unsuccessful applicants are informed in writing of the decision not to call them for interview at this stage.
- A panel comprised of the Executive Director, and members of staff and of the Board of Directors conduct the interviews. At times, if appropriate for the post in question, an external person with expertise in a relevant area may be invited to join the panel.
- Following the interview process, the interview panel will make its recommendations in the form of a short list of suitable candidates to the Board of Directors. Following the recommendations of the interview panel, the Board will then either decide to award the post to the person deemed the most suitable candidate, or, in the event that the interview panel could not reach a decision in this regard, to consider another process of recruitment.
- The successful and unsuccessful candidates are informed of the decision of the Board at the earliest possible time.

Non-academic positions may be filled using a similar process, depending upon the level of the qualifications required. Less senior positions within the KDSC may be advertised and appointments made following interviews by two or more staff from the senior management of the Centre.

### ***3.2.2 Employment Terms and Conditions***

The KDSC ensures that all staff employment conditions are in accordance with the Terms of Employment (Information) Acts 1994 and 2001 and that all full-time and part-time employees of the institute are provided with clear contracts of employment containing their general rights and responsibilities along with specific job descriptions.



While cognisant of the need to ensure full observation of contractual obligations by both employer and employee, the KDSC places great emphasis on fostering an atmosphere of appropriate informality, mutual support and respect amongst all staff, regardless of their role or status within the institute. Within such a culture of cooperation and understanding, all staff are enabled to contribute towards sustaining the overall flexible and friendly working environment.

In this regard, the KDSC sees the need to continually review its systems of staff support and appraisal, including facilitating ongoing training and education for all employees, and thereby ensure that each and every member of staff is assured of the quality of esteem in which she/he is held. Such reviews take place annually, involving consultation with staff and the Board. A copy of *KDSC Staff Policies and Procedures* document, the output of this consultation process, is then made available to all staff, and put on the KDSC web-site.

Full details of terms and conditions for KDSC staff are provided in the *KDSC Staff Policies and Procedures* document (available on the KDSC website - ( [www.kimmagedsc.ie/qualityassurance.html](http://www.kimmagedsc.ie/qualityassurance.html) )

### **3.2.3      *Staff Induction***

Induction training for new KDSC staff is completed during their six-month probationary period, during which the staff member is appropriately briefed on:

- KDSC background, aims, ethos and values, structure and organisation;
- Roles and responsibilities of KDSC staff;
- Academic and administrative procedures and regulations, including introductory training on KDSC information systems;
- Specific roles, responsibilities and requirements of the role;
- General terms and conditions of employment;
- HR and staff development policies, procedures and regulations.
- KDSC policies on Public Information, for example on the Implementation of the Dochas Code of Conduct on Images and Messages.

### **3.2.4      *Staff Appraisal***

To contribute towards achieving the goals set by the Board and Management, the KDSC wishes to ensure that all full-time and part-time personnel employed undergo an annual performance review. The purpose of this exercise is to enable the KDSC to learn more about how individual staff feel about their jobs, to receive their ideas about possible improvements, to reflect upon further support, including training that may

be needed, and ultimately, to determine how as an organisation it can improve performance.

In stage 1 of the appraisal process, the staff member is requested to fill out an appraisal form (see Appendix 3) and in stage 2, this completed form is used as a basis for appraisal discussions with the line manager.

The annual appraisal of the Executive Director is conducted by KDSC Director/s and/or other members of the KDSC company.

### **3.2.5      *Staff Development and Training***

The KDSC has an internal policy of supporting staff with a variety of training, educational and development opportunities. Staff development is any measure undertaken by individuals, teams or organisations to improve their skills, knowledge and abilities, particularly as they relate to the workplace and from which added value can be ascertained. These include:

- Pursuing formal qualifications using taught and/or research models (including doctoral research);
- Attendance and participation in conferences and seminars both national and international;
- Participation in short courses relevant to their subject area/discipline or area of responsibility in the College;
- In-service training opportunities within the main organisation;
- Representing the College on relevant special interest working groups and boards / committees of other organisations whose work would have an association and relevance for the studies conducted at KDSC;
- Regular staff monitoring.

### **3.2.6      *Staff Committees***

Two staff committees, namely the Partnerships and Programmes Development Committee (PPD), and the Promotional and Institutional Capacity Committee, have been established with the purpose of monitoring and reviewing ongoing activities within the Strategic Plan and to support staff members who have undertaken roles of responsibility for certain activities. In addition these committees are tasked with generating new ideas and with identifying and developing new activities which would be seen to be helping KDSC achieve its strategic goals and objectives.

Detail of the Terms of Reference, operating procedures and responsibilities of each Staff committee are appended (see Appendix 4)

### **3.3 Programme Design**

The importance of programme design in terms of standards, quality and the means for quality enhancement cannot be overemphasised.

#### **3.3.1 Principles of Programme Design**

The KDSC's programme design process reflects the aim of responding effectively to learner needs by providing a thorough and rigorous foundation of subject material in the mandatory areas while allowing for more flexibility and choice within elective subject areas. In such a broad and cross-disciplinary field as development studies, the KDSC's programme design recognises the dynamism of the discipline and the corresponding need to adapt and innovate course content in order to remain relevant to the needs of development practitioners.

The KDSC is committed to the following principles when designing and delivering its existing and new programmes.

- Ensuring that programmes meet the philosophy of the institute and are related to its mission and strategic objectives.
- Ensuring that programme content reflects international trends regarding development thinking and development studies.
- Emphasising the importance of linking theory with practice and an appropriate balance between the two.
- Encouraging active and participatory learning.
- Recognising the prior experience and present learning needs of learners.
- Ensuring ongoing participant support from academic staff.
- Ensuring fair, consistent and standards compliant assessment of learners.
- Providing prompt feedback to learners on assignments.
- Providing adequate time for learners to reflect on their learning.
- Upholding high expectations that learners will meet the required standards and attain set programme learning outcomes.
- Respecting diversity within ways of learning.
- Maintaining an atmosphere of respect and trust between academic staff and learners.
- Ensuring that all programmes are inclusive in their approach.

In developing these principles KDSC is cognisant of its commitment to ensure implementation of the principles, guidelines and sectoral conventions set out by HETAC in its *Core Validation and Policy and Criteria*

(2010), *Assessment and Standards 2009*, and where applicable, *Policy for Collaborative Programmes, Transnational Programmes and Joint Awards (2009)*.

### **3.3.2 Programme Design Methodology**

The KDSC's programme design methodology requires the specification of:

- Programme Aims.
- Minimum Intended Programme Learning Outcomes.
- Course Content / Curriculum and individual module learning outcomes
- Assessment Criteria

#### **3.3.2.1 Programme Aims**

Programme aims are normally general in nature and reflect the overall purpose of the programme.

Programme aims are often written in language such as:

*'Improve understanding...'*  
*'Offer a forum for exchange of ideas...'*  
*'Enhance personal effectiveness...'*  
*'Enhance skills...'*  
*'Enhance awareness.. '*  
*'To equip...'*

#### **3.3.2.3 Minimum Intended Programme Learning Outcomes**

Intended Learning outcomes represent the educational goal. In other words they state what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning.

Minimum Intended Programme Learning Outcomes state "the minimum achievement in terms of knowledge, skill, and competence, that the learner is certified to have attained if he/she successfully completes a particular programme" (HETAC Assessment and Standards, 2009). Their standards correspond to the award level under the National Qualifications Framework and are achievable by the learners on the programme. Care is taken to ensure that learning outcomes are measurable.

#### **3.3.2.4 Course Content / Curriculum**

Aims, Learning Outcomes, outline syllabus, required reading, course credits, contact hours and assessment requirements are specified for each subject / module. These are updated on an annual basis.

### **3.3.2.5      *Assessment Criteria***

Learning outcomes drive the assessment procedures; assessment is designed to assess the learning outcomes in as realistic a way as possible. Assessment standards of each programme are based on the achievement by the learner of the minimum relevant learning outcomes (knowledge, skill and competence) pertinent to the National Framework of Qualifications level at which it is offered.

KDSC ensures a *Programme Assessment Strategy* document is prepared in respect of each programme during the development stage and maintained thereafter. This strategy:

- Links a programme's assessment instruments to the minimum learning outcomes as well as intended module learning outcomes
- Describes and provides the rationale for a particular subject assessment exercise [in relation to the course learning outcomes], as well as the criteria used for grading that assessment.
- Describes any special regulations pertaining to that programme (such as recognition of prior learning, exemption rules, pass by compensation, examination and attendance regulations, rights and responsibilities of learners, complaints and appeals processes)
- Describes any specific criteria for marking that applies in the case of final MA dissertations (MA in Development Studies) or research projects (BA in Development Studies).
- Describes the role of second markers and external examiners.

In order to ensure consistency in the grading of assignments, all lecturers are expected to follow the KDSC *Guidelines for Marking* (see 3.7.1.4. below)

*Programme Assessment Strategies* are updated on an annual basis and are communicated to learners and all involved in teaching and assessment, at the start of each academic year.

## **3.4    Programme Quality Assurance**

All of the KDSC's programmes are subject to rigorous internal and external quality assurance mechanisms. In addition to the development and observance of *Programme Assessment Strategies*, as detailed above (3.3.2.5) KDSC uses a number of additional methods for quality assurance to maintain proper academic standards. Together these mechanisms provide for a strong quality assurance of KDSC programmes.

- KDSC has developed an extensive internal quality assurance system. This system relies on feedback from learners, stakeholders and current lecturing staff. The main instruments for participative feedback are: evaluations, tracer studies and an annual staff-planning workshop. KDSC staff collaborate closely with each other for exchange of information and mutual professional support so as to continuously develop their teaching and programme content.
- External Examiners are appointed by KDSC for quality assurance of individual subjects and learner assessments.
- HETAC examines and approves the programmes through a Periodic Programmatic Evaluation at least once every 5 years, and a Quality Assurance Effectiveness / Institutional Review every 8 – 10 years.

### **3.5 Procedures for the Design and Validation of New Programmes**

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 QA arrangement and in line with procedures set out in HETAC *General Programme Validation Manual (2010)*; *Assessment and Standards 2009*; and where applicable: *Policy for Collaborative Programmes, Transnational Programmes and Joint Awards (2009)*.

The KDSC aims to address the following issues, as identified by HETAC, when designing new programmes:

- Philosophy, rationale and aims of the programme.
- Relevance of the programme to the mission and strategic plan of the provider.
- Minimum intended Programme Learning Outcomes.
- Applicable Awards Standards.
- Learning outcomes for each subject and module.
- How the programme meets its stated objectives for each stage level and programme level, particularly as regards intended learning outcomes.
- Methodology used.
- Relevance of the pedagogy to the programmes.
- Relationship to and comparison with other programmes offered by the provider.
- Environmental scan of similar or related programmes offered by other providers.
- Profile of the Proposed Programme's Target Learners.
- Learner demand for programmes
- Possible work placements.
- Major Dissertations or Projects.

- Programme management arrangements.
- Relevance of the programme to International Development Work.
- Human resource implications of programme provision.
- Profile of Teaching Staff.
- Information system resources needed for the programme.
- Impact of the programme on the physical resources and support facilities of the provider.
- Financial implications of offering the programme.
- Consultation on the programme with relevant stakeholders and peers.
- The programme assessment strategy.
- Collaborative and or Transnational Provision, if applicable.
- Specific needs of different modes of delivery (eg, full time, part time, distance learning, e-learning, etc).
- Monitoring and Evaluation of the progress and achievements of learners.
- Arrangements for External Examining.
- Provision, where required by law, for the protection of learners in the event of the provider ceasing to provide the programme.
- Satisfactory provision for participant access, transfer and progression in the context of the National Qualifications Framework.

A number of HETAC and NQAI documents are critical to the design, institutional approval and HETAC validation of programmes. These documents include:

- HETAC (2010) Core Validation Policy and Criteria.
- HETAC (2010) General Programme Validation Manual (includes Programme Schedule Guidelines)
- HETAC (2008) Policy and Draft Guidelines on Minor, Special Purpose and Supplemental Awards
- NQAI Policies, actions and procedures for Access, Transfer and Progression of Learners
- HETAC Policy Document on Prior Experiential Learning.
- HETAC (2011) Guidelines and Criteria for Quality Assurance Procedures in Higher Education and Training.
- HETAC (2009) Assessment and Standards.

The Registrar ensures that each lecturer receives all relevant HETAC documents as soon as they are released.

### **3.5.1      *Arrangements for Development and Validation of new Programmes***

When an idea for a new programme is identified, including collaborative programmes, it is initially discussed at PPD Committee level (see 3.2.3 above), after which a brief outline covering rationale, proposed target

learners, potential funding sources, potential course content, relationship to existing courses, and proposed time frame, is prepared and put to the Academic Committee for review and decision on further development. The Academic Committee, in turn, appoints an internal programme development committee to further research, develop and prepare the necessary documentation for validation submission, in line with HETAC requirements, as detailed above. Draft programme description, self assessment / submission documents are then approved by the Academic Committee before being submitted to HETAC for the purpose of external assessment and validation. An Expert Panel is appointed by HETAC who assess the proposed programme against the required validation criteria and subsequently invite a response from KDSC on its findings / report. Final recommendations by the Expert Panel, and KDSC's response, are significant in informing the formal validation decision taken by the HETAC Academic Committee.

Validation by HETAC is complemented by its *Policy on Registration of Providers, Provider Monitoring Policy and Procedures* and by its *Policy on Institutional Reviews of Providers of HE and Training*. These policies, particularly the monitoring policy, address post validation follow up.

### **3.5.2 Ongoing Programme Management**

Overall programme management is the responsibility of the Programme Coordinator. In the case of collaborative programmes where such a coordinator is appointed by KDSC, then he/she works collaboratively with identified personnel responsible for the programme in the partner institutions.

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

- 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
- Where applicable (as in the case of collaborative and/ or transnational programmes), 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.
- Liaising with the KDSC Registrar on matters relating to the programme, including processing learner applications, learner acceptance and (if applicable) travel and visa arrangements, appointment of external



examiners, compiling assessment results from KDSC and partner institutions, and arrangements for Examination boards and awards

- Day to day management of the programme provision in KDSC
- 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 delegated to an identified staff member of that institution, 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, as in the case of the BA in Development Studies provided by TCDC, Tanzania, day to day management of the programme is the responsibility of the institution physically providing the programme, with support and input from visiting KDSC staff, while overall responsibility for QA remains with KDSC, as per the details contained in the legal Agreement to be established for all collaborative and transnational programmes.

### **3.5.3      *Programme Round Tables***

Where a full programme is provided entirely outside of KDSC campus, as in the case of the BA in Development Studies provided by TCDC, Tanzania, or partially outside of KDSC, as in the case of the MA in Drylands Policy and Climate Change Adaptation where the second semester is delivered in SUA, Tanzania, then an annual round table is convened between the partner institutes, discussing and agreeing appropriate action on the following:

- Review and discussion on student grades, Examination boards, and external examiner reports
- Programme evaluations from and issues raised by students
- Review of programme curriculum, learning outcomes, assessment methods and staffing, and any changes made during the academic year completed
- Review of programme co-ordination and any issues arising.
- Review of new programme intake
- Any additional relevant issues around quality assurance, learner protection, or programme reviews.

The Round Table is chaired by the respective host institution, and will comprise:

- The Executive Director of KDSC, Ireland

- The Principal of MS-TCDC, Tanzania (in the case of the BA Development Studies delivered in MSTCDC), or The Director of the Development Studies Institute/ SUA Drylands programme coordinator (in the case of the MA in Drylands Policy programme delivered, in part, in SUA)
- The BA Programme Coordinator at KDSC, Ireland (in the case of the BA Development Studies delivered in MSTCDC)
- The BA Programme Coordinator at MS-TCDC, Tanzania (in the case of the BA Development Studies delivered in MSTCDC)

Each of the two institutions has the right to replace nominated members, send a substitute to represent them as deemed appropriate by that institution, and invite other relevant staff members to attend.

Reports are prepared by both institutes and provided in advance of the annual Round Table meeting for discussion and comparison. The report incorporates information from both institutes on student progress and assessment; progress on research supervision, and any relevant issues relating to quality assessment and overall learner welfare. The agenda for the Programme Round Table includes a review of the following;

- Completed courses & issues arising
- Current Stages of the BA programme (Stage 1: Recognition of Prior Learning processes, Stage 2 and Stage 3 (Award Stage) (in the case of the BA Development Studies delivered in MS-TCDC)
- New course applicants
- Course schedules and Programme Assessment Strategy
- Current teaching staff and CV's of proposed new course facilitators
- Staff exchange programme and arrangements for the coming year
- Review of public course information – brochures, website etc.
- Resource issues - Library and IT facilities
- Any other business

The Host programme co-ordinator prepares and disseminates any resulting meeting minutes to attendees.

### **3.6 Subject Outlines**

For new and existing programmes, the lecturer must provide the Programme Coordinator/Registrar with an updated outline of the programme for each year. See Appendix 5 for standard format of KDSC subject outlines.

## **3.7 Assessment and Examination procedures**

### **3.7.1 Assessment Procedures**

Section 23(e) of the Qualifications (Education and Training) Act 1999, requires that the KDSC establishes procedures for the assessment of learners which are fair and consistent and comply with standards determined by the Council.

In this regard, KDSC has committed itself to following the principles, guidelines and sectoral conventions set out by HETAC in *Assessment and Standards 2009*.

#### **3.7.1.1 Policies and Procedures – Participant Rights and Responsibilities Guidelines**

To ensure that a good standard and positive culture of learning is maintained, the KDSC clearly communicates a set of procedures to protect all concerned from possible misunderstandings regarding their rights and responsibilities within the institute (Appendix 6).

These Rights and Responsibilities include such areas as:

- General code of conduct
- Examination regulations
- Attendance requirements
- Review, Re-checks and Appeals procedures
- Academic Honesty policy (including dealing with cases of plagiarism)
- Disciplinary and Complaints procedures

#### **3.7.1.2 Examination Arrangements**

All examinations and assessments leading to HETAC accredited awards are subject to the Sectoral Conventions and protocols as specified in HETAC 'Assessment and Standards' 2009. Assessment and Standards' 2009 is available for reference by course learners in the KDSC library.

The Registrar has overall responsibility for the conduct of examinations and ensures:

- The proper conduct of examinations, including appointment and briefing/ induction of Invigilators.
- The maximum security in all matters pertaining to examination.
- Learner registration with HETAC by the required date.
- That examination questions and marking schemes prepared by internal examiners are sent in good time for approval by External Examiners.
- That examination answer scripts are examined by Internal and External examiners and that results are made available for Examination Board meetings.

- That Examination Board meetings are held in accordance with Sections 2.2.8 and 4.8 of *Assessment and Standards 2009*.
- Timely transmission of the recommendations of Boards of Examiners to HETAC.
- That candidates are provided with information relevant to them and with regard to the conduct and regulation of examinations.
- The maintenance of records relating to learner assessment, including examinations.

### **3.7.1.3 Examination Invigilation <sup>13</sup>**

In the case of 'closed book' examinations, Invigilators are drawn from the full time academic staff of Kimmage DSC and MS-TCDC. The Invigilator has responsibility for ensuring:

- That examination rooms, including seating arrangements, are set up in a way that discourages any possibility of academic misconduct (copying or cheating, bringing in unauthorised materials, etc<sup>14</sup>) by learners;
- That alternative arrangements and/or supplementary examination arrangements are made for students with disabilities and/or specific learning difficulties;
- That the identity of learners sitting for examination is verified (exam participants must sign an attendance sheet);
- That arrival and departure times to/from examinations of learners are recorded;
- That any material prohibited in examination centre is removed (invigilators have the right to check, search for and remove prohibited material at any time before or during the examination)
- That examination materials are provided to learners (examinations papers, answer books, other authorised materials specific to an exam) at the start of an exam.
- That notice is given to learners when examination papers may be turned over at the start of an examination and to call time when papers must be handed up at the end of an examination;
- That a record is made if a learner withdraws from the examination without making an attempt to answer the questions set;
- That any incidence of illness or distress of a learner during an examination is dealt with in a sensitive and appropriate way
- That a report is kept of any incidents of late arrival, early departure or withdrawal, academic misconduct, illness or distress, unauthorised materials.

<sup>13</sup> Note that additional procedures for examination invigilation may apply in the case of modules delivered by Distance Learning and where the examination is completed off campus (eg at a specified examinations centre). These additional procedures are documented in the *Kimmage DSC Supplementary Quality Assurance for Flexible and Distance Learning*.

<sup>14</sup> Further details of procedures in the case of breaches of examination arrangements are now provided in Section II (General Code of Conduct) and also in Section V (Academic Honesty Policy) of Appendix 6 .

- That the completed answer books, together with the attendance sheets and the invigilators report, are securely held after an examination until such time as they are delivered to the Registrar, who will in turn ensures examinations papers are distributed to the relevant internal examiners for marking.

#### **3.7.1.4 Assessment Arrangements**

All accredited programmes in the KDSC are assessed by a combination of continuous assessment and final 'closed book' examinations and/or final term papers. The relevant faculty staff decide on the overall format for assessment, and the Programme Coordinator approves the methods used for individual subjects in consultation with external examiners.

The breakdown of marks between continuous and final assessment varies with the type of subject and the methodologies used in its delivery. For example, some subjects which contain substantial elements of skills training, may offer a greater proportion of marks through continuous assessment than other subjects which have less practical application.

Similarly, the type of assessment procedures used also reflects the nature of the subject and the methodology. In general, lecturers are encouraged to be innovative in their approach to assessment, resulting in the following formats being used; class presentations – individual and group, interviews, group exercises, multiple choice questionnaires, audio/video taped recordings, diaries of learning, end of module closed book examinations and term papers.

#### **3.7.1.5 Internal Marking Standards**

In order to ensure that there is consistency amongst staff in the grading of assignments all staff are requested to use the 'Marking Guidelines' (Appendix 7).

These guidelines aim to harmonise the approach to grading by agreeing basic principles for awarding different grades and indicating the type of feedback that may be appropriate. The guidelines are also furnished to learners at the beginning of each academic year as a learning tool to enable them to appreciate the marking requirements of the teaching staff and to better understand written comments on their papers.

#### **3.7.1.6 Appointment of External Examiners**

External Examining is an essential part of the KDSC Quality Assurance process and an important means of ensuring public confidence in its

academic qualifications. Since 2004, it has been the responsibility of KDSC, with the approval of HETAC, to appoint and manage External Examiners directly. External Examiners are generally drawn from other Higher Education institutions offering similar programmes or other academics and professionals with experience in the area of development. When a new External Examiner is required by the KDSC a short list of candidates is drawn up and discussed at a meeting of the Academic Committee. An informal approach is then made to a suitable candidate. On their agreement they are sent an *External Examiners agreement* form (see *Appendix 8*) detailing responsibilities of both the External Examiner and KDSC in respect of the process, and current rate of remuneration, which both parties must sign.

Shortly after his/her appointment a new External Examiner will be invited to take part in an induction process so they are fully familiar with KDSC mission and ethos, the relevant programme learning outcomes, programme schedules, and programme assessment strategies (which include the grading system and how awards are classified).

External Examiners generally serve for a period of three years. An annual External Examiners fee is paid to each examiner on receipt of the *External Examiners Report*. External Examiners Reports are an important part of the Monitoring and Evaluation procedures within the institute (see point 3.7.1.6).

#### **3.7.1.7 Role and Responsibilities of External Examiners**

In line with *HETAC Guidelines on Effective Practice for External Examining (2009)* KDSC recognizes that External Examiners aim to fulfill a number of essential learner assessment quality assurance functions. These are:

- (a) Review the appropriateness of the *minimum intended programme learning outcomes* (i.e. the programme's basic educational goal), and other programme objectives.
- (b) Probe the actual attainment of learners (*actual* programme learning outcomes) using information agreed with and supplied by the provider (such as assessment instruments, representative sample Examination scripts, dissertations, etc)
- (c) Compare and contrast both the *minimum intended programme learning outcomes* and the actual attainment of learners with the relevant awards standards, with the National Framework of Qualifications, and with corresponding data from other programmes in the same discipline in other higher education institutions in Ireland and beyond

(d) Determine whether or not the applied procedures for assessment are *valid, reliable, fair and consistent*<sup>15</sup>

(e) Review the appropriateness of the *programme assessment strategy* and the assessment procedures and, flowing from this, consider subsidiary module assessment strategies.

(f) Review key assessment tasks prior to their assignment in light of the programme and module assessment strategies and learners' prerequisite (prior) learning.

(g) Report findings and recommendations to the provider.

In the 'External Examiner Agreement', Externs are requested to take on the following duties:

- to read the relevant *Programme Assessment Strategies* and review the appropriateness of the intended programme learning outcomes, the assessment procedures, grading schemes and guidelines for dissertations.
- to read the course outlines of the subjects for which they as external examiner are responsible and be aware of their academic content, learning outcomes and assessment rationale and criteria.
- to read draft versions of final Examination papers and / or final written assignments and grading rubrics / schemes and suggest amendments or alterations to the examination material as deemed appropriate
- to review a representative sample of examination material sent by the College, including borderline cases, to check if standards are appropriate and consistent with relevant national awards standards within the National Framework of Qualifications.
- to be available for consultation with internal examiners and/or the Registrar in advance of Examination Board meetings on final examination content or grades
- to attend the relevant Examination Board meetings in the Development Studies Centre each year, and to approve the process and award levels of the grades and final awards under consideration
- to complete at the conclusion of the academic year and submit to the Registrar of the KDSC, a report on the academic quality of examinations reviewed and the comparability of standards to similar NQF Level courses

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<sup>15</sup> The terms 'valid, reliable, fair, and consistent', as defined in HETAC *Assessment and Standards 2009*.

in other third-level institutions. A standard report form is provided for this purpose by the College. A copy of this report is forwarded by the College to HETAC for their information at the end of each academic year.

In return KDSC is required to support the External Examiner by:

- Providing the External Examiner with the information required to enable him/her to carry out his/her functions effectively
- Provide up to date Programme Assessment Strategies and course outlines to the External Examiner for the programmes and subject areas for which they are responsible
- To send draft final Examination questions and or final essay titles to the External Examiner for their consideration, in good time before an examination or before a final essay is assigned to students
- To provide the External Examiner with a representative sample<sup>16</sup> of final Examination scripts and / or final essays and / or final research dissertations in the relevant subject areas, in sufficient time (not less than 10 days) before a HETAC Examination Board meeting
- To give sufficient advance notice of date and time of Examination Board meetings to the External Examiner
- To be available for pre Examination board consultation with the External Examiner should it be required
- To provide an annual payment at an agreed rate to the External Examiner, on receipt of the completed External Examiners Report Form. This rate will be reviewed each year.
- To send a copy of the External Examiner's Report to Internal Examiners in the relevant subject areas, as well as to HETAC
- To review and discuss findings and recommendations of External Examiners at an annual KDSC Academic Committee meeting and take follow up action, where required

*See Appendix 9 for a copy of the standard KDSC External Examiners Report.*

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<sup>16</sup> For a class of between 15 - 30 students, Externs are typically sent a sample comprising 2 high graded papers, 2 medium graded papers and 2 low graded papers, for each subject area which they responsible. MA Programme Externs also receive around 6 final MA dissertations each year to review, 2 high graded, 2 medium and 2 low.



### **3.7.1.9 Board of Examiners**

Procedures for Exam Board meetings, which is the sole authority to make a summative assessment of programme results, are in accordance with Sections 2.2.8 and 4.8 of *HETAC Assessment and Standards (2009)*.

Exam board meetings are convened and arranged by the Registrar of KDSC, at appropriate times of year (to mark the end of a programme Stage) in cooperation with the relevant programme coordinator. It is the responsibility of the Registrar to prepare a draft broadsheet of results in advance of the Exam Board. In preparing for an Exam Board, KDSC will act in accordance with the relevant protocols in *HETAC Assessment and Standards, 2009* (Section 4.8.6). Where programme assessors have had an opportunity to meet prior to an Exam board, to review and discuss results and assessment material, then the recommendations of such a meeting will be made available to the Exam Board, where appropriate.

The Board of examiners will normally comprise of all assessors who have had a role in the assessment of relevant modules and programme stages, along with the Registrar, the external examiner(s), the programme coordinator, and the academic manager (in the case of the BA programme delivered in MS-TCDC). For those programmatic staff unable to attend the Exam Board meeting, arrangements will be made for their participation through conference call, or skype, facilities. A meeting of a Board of examiners will only proceed if there is a quorum. Such a quorum will include the Registrar (or designated staff member in his/her place should he/she not be able to attend), the Programme coordinator, the programme external examiners, and a sufficient number of programme assessors. In exceptional cases where an External Examiner is not able to attend, but has nevertheless examined assessment findings in advance, he/she will provide a written report to be read out at the Exam Board meeting.

Decision making at a Board of examiners is by consensus. Should a consensus be impossible, an alternative decision making process may be employed. In the event of a disagreement between the Board of examiners and an individual assessor, the board of examiners may replace an assessor's recommendation with its own. In the event of an irresolvable disagreement between the board of examiners and an external examiner, the board of examiners' decision is final. Any such disagreement will be recorded in the minutes of the meeting, in the external examiners report, and in an attachment to the broadsheet of results.

The Board of examiners is accountable to the Academic Committee.

Final decisions on results (including decisions on borderline cases), eligibility to progress to the next stage, recommendations for awards, and awards classifications will be recorded on the Broadsheet of results and

signed by members of the Board. Should any adjustments be made to results following the discussion of a borderline case, then these adjustments will be recorded both on the Broadsheet and in the minutes of the meeting. Where any systemic errors are discovered, any necessary adjustments to marks/grades should be applied to all learners affected and such adjustments recorded in the minutes.

The Board of examiners will only grant eligibility for progression, or recommend that an award be made, when it is satisfied, based on consideration of the necessary evidence, that the required learning outcomes have been attained. In the event that the board is not satisfied it has such evidence in a particular case, it may report the case as 'withheld'. Such cases may be reconsidered at the next meeting of the board of examiners.

In accordance with its own regulations, and where it has legitimate reasons for doing so, KDSC retains the right to withhold a learner's results from being presented at an exam board. A subsequent Academic Committee meeting will decide whether that learner's results can be presented at a future Exam board meeting.

Following an exam board meeting the original signed broadsheets of results will be sent to HETAC, and copies retained by KDSC, along with the minutes of the meeting.

Following an Exam Board, and publishing of results, learners have the right to request a re-check or review of results, within a particular time frame appropriate for the HETAC grant of awards. Details of the grounds for review, as well as procedures on rechecks and reviews are documented in Section 2.6 of the Programme Assessment Strategy, and in Appendix 6 'Course Participants Rights and Responsibilities' – Section IV.

#### **3.7.1.10 Recognition of Prior Learning**

For all new learners entering the 3 Stage Level 7 BA in Development Studies programme, the KDSC operates a process through which their prior learning (including both certified and uncertified / prior experiential learning<sup>17</sup>) can be assessed to determine whether they have satisfied the minimum standards of knowledge, skills and competencies in a related area, required for progression to stages 2 and 3 of the Award Level in question.

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<sup>17</sup> Recognition of Prior Learning is considered as encompassing all types of prior learning, including both certified (formal) learning, as well as 'Prior Experiential Learning', or learning gained prior to enrolment on a course, which is defined as knowledge and skills acquired through life, work experience and study, not formally attested through formal certification (HETAC Policy Document, April 2001)

The specific steps in this process to assess prior learning are documented in the '*KDSC Recognition of Prior Learning Handbook*', which is published on the KDSC website (and attached as Appendix 10a).

The KDSC makes available guidance and support to candidates who are preparing for recognition of their prior learning to ensure a reasonable time frame is in place for the assessment process.

These arrangements apply in the case of all learners entering a programme of study at NQF Award Level 7 - namely the BA in Development Studies. However in exceptional circumstances, a process whereby recognition of prior learning is taken into account may be used to determine entry to a programme of study at Award Level 9 – the Post Graduate/MA in Development Studies, if the College feels that a candidate without the normal (required academic) entry requirements is worthy of special consideration.

#### **3.7.1.11      *Transfer and Progression of learners***

The requirements for learners to progress from one stage to another *within* a programme (if applicable), and to successfully complete that programme, are specified in the *Approved Programme Schedule* for each programme. Schedules are made available to learners in Course Participant Handbook distributed at the start of each academic year, and are also published on the KDSC website.

It is the policy of this institute to encourage and facilitate the progression to a higher Award Level of eligible learners who have achieved an award at one Level within the National Qualifications Framework, and who wish to continue with further studies in a similar or related field.

Since this institute does not currently offer a Level 8 (Higher Honours Degree or Advanced Diploma), completion of the Level 7 BA Degree in the Development Studies programme may, in exceptional cases, such as an outstanding result in final examinations, entitle a learner to progress on to the Level 9 Post Graduate Diploma or MA Degree in Development Studies.

Progression from the MA in Development Studies (Level 9) to Post Doctorate Level (Level 10) will be facilitated by this institute, bearing in mind the type of research planned, or, as in past instances, the institute will encourage transfer to another programme at that level held elsewhere.

The KDSC will also facilitate transfer of award holders to programmes leading to another award at the same level in a common or related field of

study, run in other Higher Education Institutes, should a participant desire to pursue such a route within the National Qualifications Framework.

#### **3.7.1.12      *HETAC ACCS Scheme***

The KDSC facilitates lifelong learning through its facilitation of the above scheme run by HETAC. ACCS stands for the Accumulation of Credits and Certification of Subjects. This scheme allows learners to accumulate credit towards an award on a subject by subject basis. This means that learners can take one or two subjects of a programme in a particular year, rather than undertake the whole course at once.

### **3.8      Monitoring and Evaluation**

#### **3.8.1      *Procedures and Guidelines for Programme Monitoring***

Ongoing monitoring of programmes is essential to ensure that quality and standards are being maintained.

KDSC monitors the success of its programmes:

- To ensure that programmes remain current and valid in the light of developing knowledge in the discipline and practice of its application.
- To evaluate the extent to which intended outcomes are being attained by learners.
- To evaluate the appropriateness of the curriculum and assessment in relation to the outcomes.
- To evaluate the effectiveness of its learner support systems and services.

The KDSC has devised the following systems to provide feedback to the Coordinators and staff on the programmes throughout the year.

##### **3.8.1.1      *Staff-Participant Committees***

The KDSC has established a structure of committees with a clear delineation of responsibilities. This ensures that each programme is monitored on an ongoing basis and deviations from intended outcomes are identified. It provides for learners a permanently open channel to express any suggestions for change or any concerns they may feel about the progress of the programme.

Committees consisting of staff representatives and representatives drawn from each class/group, meet formally each month to discuss matters primarily relating to programme work – facilitation and assignments. Meetings of these committees are generally held before scheduled staff meetings, but may be called at any time if either party wishes. Minutes of these meeting are recorded and posted up on the Kimmage intranet (Moodle) system. Furthermore, class representatives may approach the Programme Coordinator concerned directly if a matter is deemed sufficiently urgent.

#### **3.8.1.2      *Plenary Sessions***

These consist of meetings between the Director and/or other senior staff member, and the whole group of learners in each programme. At least two such sessions are scheduled each year and these provide an additional opportunity for learners to communicate directly with the Director concerning their progress on the programme. Minutes of these meeting are recorded and posted up on the Kimmage Intranet (Moodle) system.

#### **3.8.1.3      *Learner Profile and Numbers***

The KDSC analyses learner composition in order to measure trends in the intake of new learners over the years.

#### **3.8.1.4      *Examination Statistics***

Examination statistics are gathered each year for inclusion in the Annual Report to the Board of Directors. Statistics are analysed to monitor overall learner performance and make comparisons with previous year's intakes.

#### **3.8.1.5      *Learner Evaluation of Programmes***

Upon completion of the first term, the Programme Coordinator meets with each year/class and seeks their opinion on various facets of the programme, including programme curriculum by subject, standard of lecturing/facilitation, learning materials, time tabling, adequacy of library and computer facilities and other general non-academic matters such as institutional environment.

The evaluation takes two forms:

- A group discussion, to assess overall group impressions.
- A written questionnaire, to offer individuals the opportunity to respond individually to the matters outlined (*see Appendix 11*).

Upon completion of the final term, a further evaluation is conducted with each year/class. A 'neutral evaluator' i.e. not drawn from the KDSC faculty, is enlisted to facilitate the session in order to build an atmosphere conducive to greater freedom of expression from the learners.

The findings of the evaluations are fed back to the relevant lecturers and other staff and further discussed at end of term academic committee meetings. The information gleaned from this process is fundamental to enhancement of the programme curriculum, the improvement of programme delivery and the maintenance of a coherent programme.

#### **3.8.1.6 External Examiners' Report**

Copies of external examiners' reports are available for reference if required, and distributed to the relevant lecturers. External Examiners Reports are also discussed at an Academic Committee meeting in September of each year and action points for follow up identified. The information from External Examiners Reports is fundamental to ensuring that the quality of the assessment and examination procedures within KDSC are maintained and that academic standards are comparable to other third level institutions (see Appendix 9).

#### **3.8.1.7 Graduate Tracer Survey and Kimmage Graduates' Association**

The KDSC regularly seeks to update the information it has on the relevance and utility of its programmes through regular surveys of its former learners. The Graduate Tracer Survey is conducted every four five years (usually in advance of a Programmatic Evaluation) and seeks to assess the work situations and opinions of former graduates. KDSC has begun to employ computer software packages, such as Survey Monkey, which make such surveys easier to administer.

The purpose of these surveys is:

- To maintain communication with the graduate population of the KDSC;
- To evaluate the medium to long term impact of KDSC programmes on graduates' careers;
- To remain up to date with developments in the relevant sectors and challenges being faced by graduates;
- To identify additional training and education needs and goals of graduates and to inform design of new programmes and services;
- To ensure continued relevance of KDSC programmes in the workplace and in the sector;
- To monitor progression routes of graduates, with regard to career and educational progression;

- to inform graduates of opportunities arising within the institute for further study;
- To inform Quality Assurance review processes within the College including Institutional Review, Programmatic Review and Strategic Review and Planning.

The KDSC has also set up the Kimmage Graduates' Association (KGA). It is the intention that the association functions as a pool of resources for outreach activities, teaching at localised programmes or providing a source for monitoring and feedback on the application of KDSC teaching in the field.

KDSC uses a Moodle Platform, and sends out an HTML newsletter four times a year (see also 3.10.4) to maintain contact with the alumni and offer them the facility of keeping in touch both with their peers and with other graduates and current learners at KDSC and partners such as MS-TCDC.

### ***3.8.2 Procedures and Guidelines for Programme Evaluation***

Periodic formal evaluation is an important means of ensuring among other things; that (a) quality improvements are made to programmes and (b) programmes remain relevant to participant needs. Periodic formal evaluation contributes to the development of a quality culture in which all learners are aware of their respective roles and that actions are taken to address observed weaknesses in programmes.

The KDSC has the following procedures in place for the above purposes.

#### ***3.8.2.1 Internal Evaluation***

KDSC internal evaluation takes place through the following processes:

- An Annual Report to Board and Stakeholders.
- A Periodic Programme Evaluation / Review.
- An Annual General Staff Meeting.
- An Annual 'round table' meeting with the course board of MS-TCDC
- An Interim Report to Board.

##### ***3.8.2.1.1 Annual Report***

The KDSC reports to two of its key stakeholders, the Congregation of the Holy Spirit, and Irish Aid (the Development Cooperation Division of the Department of Foreign Affairs) on a regular and frequent basis. It does this through the meetings of the Board of Directors upon which members

drawn from both organisations sit, and through the Annual Report submitted to the Board and other Members at an AGM

The Annual Report includes an assessment of:

- The academic programme recently concluded, including a breakdown of participant numbers and examination results.
- Any adjustments or innovations to the programme content since the previous report.
- Changes to personnel – both academic and support staff.
- Proposed changes to the forthcoming programme in terms of personnel, curriculum and use of facilities.
- Details of all other activities undertaken by KDSC staff during the year, especially those directly relevant to the goals of the Strategic Plan.

#### **3.8.2.1.2. Periodic Programme Evaluation**

This is conducted once every four to five years for the purposes of a KDSC programmatic revalidation by the accrediting body, HETAC. The programmatic evaluation applies to KDSC programmes delivered in both Kimmage Manor, as well as in the KDSC partner institutes in Tanzania, MS-TCDC and SUA.

The internal phase of the periodic evaluation commences with an internal evaluation of the programme. This is conducted in accordance with established international best practice regarding internal evaluation in higher education and training institutions and closely follows guidelines suggested in *HETAC (2010) Provider Monitoring Policy and Procedures*.

The specific objectives of a programmatic review include<sup>18</sup>:

- Analyse the effectiveness and efficiency of each validated programme, including details of learner numbers, retention rates and success rates.
- Review the development of the programme(s) in the context of the requirements of employers, industry, professional bodies, the Irish economy and international developments.
- Evaluate the response of the provider/school/department to market requirements and educational developments.
- Evaluate the feedback mechanisms for learners and the processes for acting on this feedback.

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<sup>18</sup>*HETAC (2010) Provider Monitoring Policy and Procedures: Part 2; Programmatic Evaluation Guidelines, p 12.*



- Evaluate the physical facilities and resources provided for the provision of the programme(s).
- Evaluate the formal links which have been established with organisations and institutions.
- and the wider community in order to maintain the relevance of its programmes.
- Evaluate feedback from employers of the programmes' graduates and from those graduates.
- Review any research activities in the field of learning under review and their impact on teaching and learning.
- Evaluate projections for the following five years in the programme(s)/field of learning under review.

Before an internal programmatic evaluation is undertaken by KDSC, a Review Team to lead the process is established by the Academic Committee, and terms of reference for the review are agreed with HETAC.

This internal phase of the periodic evaluation consists of a self-study undertaken by the review team but with the participation of all academic staff involved in the programme, learner representatives, graduates of the programme and others with close involvement in the programme. This includes those involved in the provision of support services, such as the library and information services and counselling services. KDSC staff not directly involved in programme delivery may also participate in the self-evaluation. Consultations with outside stakeholders, market research as appropriate, and a review of research findings in the relevant discipline form part of the self-study.

Appropriate methodologies for consultation with each of the stakeholder groups is identified by the course review team. The Course Review Team will convene meetings as necessary to review the data and critically evaluate each validated programme with reference to the HETAC validation criteria<sup>19</sup> and conduct a review of:

- Minimum intended programme learning outcomes and their compliance with the relevant awards standard(s)
- The prerequisite learning for participation in the programme and any other assumptions relating to the programme's target learners

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<sup>19</sup>HETAC (2010) Core Validation Policy and Criteria. Section 3.2, pp.7-10.

- Module learning outcomes and prerequisite requirements
- Programme and module assessment strategies
- Teaching and learning strategies employed
- The operation of access, transfer and progression
- Relevant research activities
- Links with relevant industry and/or professional bodies
- Profile and qualifications of teaching staff
- Level and appropriateness of resources available
- Benchmarking against other similar programmes.

The Course Review Team develops recommendations for developments and improvements to the programme as a result of this review and analysis.

This self evaluation culminates in an Internal Evaluation Report, setting out the findings of the internal evaluation, including an evaluation of the programmes strengths, weaknesses, opportunities and threats. This internal self-evaluation report is reviewed and formally approved by the KDSC Academic committee before a copy is submitted to HETAC. The report is then reviewed by a HETAC appointed External Evaluation review team as (see point 3.8.2.2) part of the Periodic Programme Evaluation process.

The Periodic Programme internal evaluation is used by KDSC as an opportunity to propose and seek approval for any changes or amendments to existing programme schedules – for example the addition of new elective subject areas, changes in the titles of existing subjects, or changes in the weighting of marks and credits between modules/subjects<sup>20</sup>

#### **3.8.2.1.3.      *Annual General Staff Workshop***

The Annual General Meeting of all Academic Staff of the KDSC takes place in the Summer period, i.e. after the end of one year's programme and before the commencement of a new one. The purpose of such meetings is:

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<sup>20</sup> Minor Changes to existing programme schedules can also be made in between Programmatic Evaluations, subject to due process and only with the approval of HETAC.

- To review the programme just ended in terms of evaluations conducted at the KDSC and to assess the contributions of various staff members.
- To share with all staff any general plans regarding the overall programme.
- To clarify any changes to curriculum, examination or assessment procedures with regard to the accreditation authorities.
- To gather ideas and suggestions regarding improvements to the programme.

#### **3.8.2.1.4      *Annual Round Table Meetings***

Another important part of KDSC's Programmatic monitoring and evaluation processes are the annual 'round table' meetings which takes place between KDSC and the Course Boards of Kimmage's partner institutes in Tanzania, MSTCDC (in the case of the BA in Development Studies programme delivered in that institute), and SUA (in the case of the MA in Drylands Policy and Climate Change Adaption. These usually take place during the Summer period before the commencement of a new academic year.

Details of the structure and function of these meetings has already been described in Section 3.5.3 above.

#### **3.8.2.1.5.      *Interim Reports***

During the course of each academic year, the Director issues interim reports to the Board of Directors. The purpose of these briefing documents is to update the Board on the latest developments within the KDSC and its programme of activities. The reports provide a continuity of information between the Board meetings during each year, the Annual Report, and the Strategic Plan. Typically the content of the interim reports includes information on the intake of learners, progress they make during the programme, various new activities being planned or embarked upon by KDSC, staffing changes and developments.

#### **3.8.2.2          *External Evaluation***

The external evaluation element is a process of co-operation, consultation and advice between the independent experts from outside and the relevant internal stakeholders.

The KDSC use the following procedures for external evaluation:

#### **3.8.2.2.1. *Irish Aid Review***

As a recipient of public funding from Irish Aid, KDSC undergoes External Review by a team of consultants appointed by Irish Aid (IA) at least once every three to five years.

The scope and focus of these evaluations include but are not necessarily limited to:

- A thorough assessment of the value and relevance of the KDSC programmes and other services to development generally and to the Irish Aid programme specifically.
- An examination of the extent to which the programmes at KDSC have kept abreast of development thinking.
- An examination of KDSC within the landscape of development studies and related studies in Ireland.

IA review teams will interview the Executive Director, staff, members of the Board of the KDSC, representatives from the Congregation of the Holy Spirit, a cross section of the learners attending each of the relevant programmes and relevant staff in Irish Aid. The review team consists of external consultants with experience in development education and training and knowledge of strategic management issues. A member of the Evaluation and Audit Unit of Irish Aid will also be available as a resource person to the team.

#### **3.8.2.2.2. *External Review Team Report as part of the Periodic Programme Evaluation***

Following the internal evaluation, (see point 3.8.2.1.2) the KDSC arranges to have an external evaluation conducted by a group of experts from outside the institute.

The External Review Panel is comprised of external peers familiar with current practice and developments in the programme areas. At a minimum it will comprise the following: A Chairperson – experienced in higher education, preferably with a knowledge of programmatic review, a secretary, academics (minimum 2) familiar with the field of learning and national and international trends relevant to the programmes under review, representative(s) from the development sector, learner representative, HETAC representative if appropriate.

The external group reviews the Internal Evaluation Report and conducts its own evaluation of the programme(s). This process includes a Panel Visit to the College, and where feasible to any outreach centres or partner institutes involved where a programme is delivered under a collaborative

or transnational arrangement, and culminates in an External Evaluation Report setting out the findings of the external evaluation review team. The report should include a recommendation, positive, negative or conditional, for the continuing validation of the programmes which are subject of the review.

The KDSC then has the opportunity to comment on the final draft of the External Evaluation report. Any recommendations of the report must be formally approved and adopted at an Academic Committee meeting of KDSC. The KDSC subsequently forwards a copy of the final report, together with its response and an Implementation Plan, as well as a formal request to HETAC for revalidation. HETAC can make recommendations to KDSC arising from the Internal Evaluation report, the External Evaluation Report or both.

The implementation plan devised by KDSC and arising from the Programmatic review include specific achievable actions with measurable outcomes and time-lines. This implementation plan and supporting Programmatic review report provides a basis for ongoing monitoring of relevant programmes.

### **3.8.2.3.      *Information to and from Stakeholders***

Throughout all its work, information to and from stakeholders is required for openness and transparency and involves:

- Learner Evaluation Reports.
- Plenary meetings with Learners
- Reports to Board of Management and Trustees.
- Reporting to principle core funders and learner sponsoring agencies.
- Staff-Participant committees.
- KDSC Newsletter, Graduate Tracer Survey and Kimmage Graduates Association.
- Stakeholder Analysis:

KDSC seeks to update the information it has on the relevance and utility of its programmes through consulting with its key stakeholders. This is done every four years as part of the strategic planning process undertaken by the KDSC and as part of its Irish Aid Review and Periodic Programme evaluation.

### **3.8.3 Procedures for Evaluating the Effectiveness of Quality Assurance Procedures**

#### **3.8.3.1 Institutional Review**

The KDSC is committed to the process of Institutional Review, which includes a thorough review of the effectiveness of the Quality Assurance arrangements of the College (typically every five years) in accordance with the *HETAC Policy on Institutional Review of Providers of Education and Training (December, 2007)*.

The objectives of the Institutional Review are as follows:

1. To enhance public confidence in the quality of education and training provided by the institution and the standards of the awards made,
2. To contribute to coherent strategic planning and governance in the institution,
3. To assess the effectiveness of the quality assurance arrangements operated by the institution,
4. To confirm the extent that the institution has implemented the National Framework of Qualifications and procedures for access, transfer and progression,
5. To evaluate the operation and management of delegated authority where it has been granted (not applicable in the case of KDSC),
6. To provide recommendations for the enhancement of the education and training provided by the institution.

Regarding Objective 3 - Quality Assurance Effectiveness Review – it should be noted that this objective is specifically present to address the effectiveness of the quality assurance systems and procedures of the College. This review is based on the *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)*, and is a requirement of the Qualifications (Education and Training Act 1999). Each of the following elements of Quality Assurance, as defined by the ESG standards, are addressed in the review:

1. Policy and procedures for Quality Assurance
2. Approval, monitoring and periodic review of programmes and awards
2. Assessment of students

3. Quality Assurance of teaching staff

4. Learning resources and support

5. Information systems

6. Public Information

Prior to commencing the review process the specific terms of reference is discussed and agreed with HETAC. KDSC commits to the pre-defined terms of reference as well as any additional necessary areas as determined by current status or activity of the College, or as directed by HETAC. An Internal Audit team is formed. The membership of this team is determined by the terms of reference for the review and the specific areas of responsibility and expertise of the relevant staff. A team leader will be appointed who takes on the responsibility of leading the team, agreeing time-bound plans, delegating tasks and actions, and monitoring the progress of the review.

The process includes a desk-based review of each area of the terms of reference, with reference to the *HETAC Supplementary Guidelines for Institutional Review (2009)*. The findings of each review are collated in a quality audit report, which also specifies the process followed in conducting that review.

Consultation with relevant identified stakeholders (including KDSC staff, KDSC learners, Board members and other key stakeholders) to further investigate the topics and to confirm the findings of the desk-based reviews is carried out, culminating in the publication of Self-Evaluation Report (SER). This report also details the recommendations that have arisen from the review process. The Self-Evaluation Report is sent to HETAC for consideration, and also published online.

The entire process as described is subject to the scrutiny of an external peer review panel, appointed by HETAC, which includes a site visit to the College and meetings with key stakeholders. Following this visit the panel produce their own report detailing their findings and any additional recommendations they may have for the College.

KDSC will have time to respond to the findings of the Expert Panel and to prepare a Quality Improvement Implementation Plan detailing the issues to be addressed that have emerged from the Review and the recommendations of the Expert Panel, their priority, specific actions to be taken, completion dates, person(s) responsible, progress indicators and success criteria.

#### **3.8.4      *Mechanisms for Implementing Change at Programmatic Level***

The KDSC has a formal procedure for considering and acting upon the findings of internal evaluation processes and external evaluation, together with a formal procedure for monitoring the implementation of the changes adopted as a result of findings.

Programme monitoring is undertaken by the Programme Coordinator, principally through bi-monthly meetings with representatives on the staff-participant committees. In addition, feedback is sought from the lecturers through regular meetings.

An internal programme review is held by the Academic Committee after the Examination Board meeting in June, at which the staff are provided with a summary of the group evaluation findings and copies of the individual feedback sheets on their courses. Suggestions for change and improvement are discussed, along with programme planning for the forthcoming academic year.

Following a Programmatic Evaluation it is the responsibility of the Academic Committee of KDSC to ensure changes proposed in the recommendations of such a review, or in the conditions attached to programme revalidation by HETAC, are implemented and managed effectively.

#### **3.8.5      *Mechanisms for Implementing Change at Institutional Level***

The key mechanisms for implementing change at institutional level are the Strategic Plan, which arises from a strategic planning process, and the Quality Assurance Improvement Plan, which arises from an Institutional Review, as described above (3.8.3.1). It is the responsibility of the Academic Committee of KDSC to ensure changes proposed in any *Quality Improvement Plan* (resulting from a Quality Assurance Effectiveness, or Institutional, Review) are implemented and managed effectively.

### **3.9      Data Collection and Management**

#### **3.9.1      *Personal Data***

Personal identifying information on all learners is gathered and maintained for the purpose of keeping a record to each learner, and for registering



learners for certification with accrediting bodies such as HETAC. This information is collected for each individual student as part of the application process, and is updated each year through the re-registration process (in the case of the 3 stage BA in Development Studies programme). All personal learner information collected through these processes (i.e. name(s), addresses, email, contact telephone numbers, PPSN, gender, nationality, country of birth, occupational status) is entered into the KDSC database, updated annually, and maintained indefinitely. A learner is facilitated to register a change in their personal details at any stage of their studies. To facilitate a name change learners are required to submit suitable identification with the desired name (i.e. birth certificate/marriage certificate). This documentation is forwarded to the relevant accrediting body and maintained on file by the KDSC.

Additional hard-copy documentation on of the individual learner gathered in the application process is maintained indefinitely in the Registrars office. This can include:

- Application forms
- Photographs
- Previous educational transcripts
- References
- CV
- English proficiency evidence (International students)
- Medical certificated (International students)
- Records of RPL assessment of the learner (where relevant)

Ongoing assessment and supervisor / tutor support during the academic year generates significant records regarding individual learner's progress with their studies. The KDSC is committed to ensuring that sufficient data is gathered and stored to ensure the ongoing provision of a high standard of service and support to students, while respecting individual learner needs for confidentiality.

Assessment information, including subject results and examiners reports on final dissertations, which may be called upon after learners graduation is maintained by the KDSC indefinitely. This information may be relevant to learners who progress to further education and require a reference, or who appeal assessment results to the accrediting bodies, for example. The following records are also maintained indefinitely by the KDSC:

- All formal written correspondence between tutors/supervisors and learners,
- All original documentation relating to additional supports or assessment accommodations implemented (e.g. for reasons of disability/medical condition/specific learning difficulty)

- Records of assessment appeals and outcomes.
- Records of disciplinary procedures and outcomes (including any plagiarism investigations).

### **3.9.2 Academic Performance and Achievement**

Details of programmes, modules and assessments completed by learners are recorded by the KDSC and maintained indefinitely, to facilitate the certification of learners' work through the accrediting bodies as well as facilitating access, transfer and progression for learners. All marks achieved by learners in assessments are recorded and maintained in secure Excel computer files in the Registrars office, which are updated on completion of each module and then saved also in hard copy. Access to these files is restricted to The Registrar, The Director and the Programme Coordinators. Prior to meetings of the Examinations Board, the agreed marks are transferred to the official HETAC broadsheets, and it is these which are finalised and signed on conclusion of the Examinations Board meeting. Both hard copies and electronic copies of Broadsheets are submitted to HETAC following Examination Boards.

Electronic copies of the broadsheets are maintained on computer files indefinitely, to facilitate the provision of transcripts and printing of Diploma Supplements by KDSC. A hard copy record all final assignments (exams, essays, projects, final) is kept in the Registrar's office for a period of 5 years after which it is destroyed. Copies of final BA and MA dissertations are kept indefinitely in both the KDSC Library (for reference only) and in the respective Programme coordinators offices. Learners are advised to keep a copy of all work, which they submit to the College for final assessment, as this cannot be returned.

Where a learner has deferred completion of their studies, the following system applies to the storage of learners work:

A learner's work that has been assessed and ratified by a KDSC Examination Board meeting, but does not have had those results presented to and formally approved by HETAC, will have their results stored electronically and in hard copy indefinitely, until such time as the learner has completed all requirements of a programme stage and can have their results represented at a subsequent Examination Board meeting.

Assignments and examinations, which have been completed but not ratified by an Examination Board will be stored by KDSC until such time as the learner has completed all requirements of a programme stage and can have their results presented for the first time at a subsequent Examination Board meeting. Where a learner does not resume studies within a five-year period, then those results will be considered invalid.

The work of any learner, who wishes to return to the KDSC more than two years following their deferral, will be reviewed individually by the Programme Coordinator, and the learner may be required to attend a viva voce and/or resubmit work. This is to ensure that the learners' knowledge and skills are sufficiently current and relevant for them to continue with their studies.

### ***3.9.3 Feedback from Learner Evaluations and Tracer Studies***

Learner feedback on the programmes and services of the KDSC is garnered through a series of module and end of year evaluations (see 3.8.15 above), as well as from graduate tracer studies / surveys (conducted every 4 years) (see 3.8.17 above). Responses to all evaluation forms and all surveys are treated as confidential and identifying information of respondents is not contained in any published material. However in the case of inappropriate use of the surveys (eg use of language than might be deemed as defamation of a staff member or fellow learner) individual responses may be altered or removed, as deemed appropriate by the KDSC. The KDSC also reserves the right to track responses to the individual user to be followed up as appropriate.

Responses to all evaluation and e-mail surveys are maintained indefinitely in electronic format.

### ***3.9.4 Data Storage and Analysis***

The key system for information collection and storage within the KDSC is a computer Database system, which has been specifically designed and tailored to meet the needs of the institute. Each new student registered with KDSC is assigned a unique student number on the database, which remains with them for the duration of their studies with the institute. Access to the database is strictly limited to authorised KDSC staff, with varying levels of access for teaching and administration staff.

From 2010 on, all staff, learner, graduate and other stakeholder surveys are administered using Survey Monkey online surveying tools ([www.surveymonkey.com](http://www.surveymonkey.com)). This system allows for the easy dissemination of surveys through e-mail or online channels. Data gathered is stored online in a private account, accessible only by authorised KDSC staff. The system also facilitates basic analysis of the data or exporting of the data to other computer applications for more advanced analysis. Participation in these surveys is on a voluntary basis and the identities of respondents are protected in all publications of survey results.

Broadsheets of assessment results are completed for each academic year for submission to HETAC for certification of learners' academic achievements. These electronic broadsheet files are stored indefinitely in the secure filing system of the KDSC, accessible only to internal staff and may only be amended by authorised personnel of the Registrars office. Any amendments required to broadsheets following their ratification by an Examination Board will be notified, in writing by the Registrar, to the External Examiner(s) and HETAC.

### **3.9.5 Critical Quality Indicators**

All of the data gathered by the KDSC, as indicated throughout this Quality Assurance Manual, provides important information to the institute about the success or otherwise of meeting its strategic objectives, areas requiring improvement and opportunities for further developments. All data which is considered to be a critical quality indicator is carefully considered by the Academic Committee and/or the appropriate subcommittee of the committee, and forms the basis upon which recommendations are made to amend, develop and improve programmes and services. Data, which are considered to be critical quality indicators, includes:

- Student registration and re-registration numbers
- Deferral/withdrawal numbers
- Programme and stage completion rates
- Assessment results
- Staff and learner feedback
- Tracer Study / Survey response rates
- Quality assurance recommendations and follow-up

### **3.9.6 Data Protection**

In accordance with its function, the KDSC is required to collect, use and keep personal data and information for a variety of purposes about its staff, learners and other individuals who come in contact with the College. The purposes of processing data about staff, learners and other individuals with whom KDSC has dealings include the organisation and administration of courses, evaluation activities, consultancy/project work, the recruitment and payment of staff, compliance with statutory obligations and compliance with legal obligations to funding bodies and government, etc.

Data Protection is the safeguarding of the privacy rights of individuals in relation to the processing of personal data. The Data Protection Act 1988 and the Data Protection (Amendment) Act 2003 (the Data Protection Acts) confer rights on individuals as well as responsibilities on those

persons processing personal data. Personal data, both automated and manual, are data relating to a living individual who is or can be identified, either from the data or from the data in conjunction with other information that is in, or is likely to come into, the possession of the Data Controller. The KDSC, as an educational institution, is exempt from registration with the Office of the Data Protection Commissioner as a Data Controller or Data Processor, however the principles and guidelines of the Data Protection Acts are used as good practice guidelines for the processing of information by the institute.

### **3.10 Public Information**

Information, which is published, on programmes and services offered by the KDSC includes:

- Programme and award title
- Accrediting Body
- Level of the award on NFQ, and associated credits
- Programme content
- Student profile
- Staff profile
- Application process and Entry requirements
- Teaching, learning and assessment procedures used
- Learner Support structures
- Access, transfer and progression arrangements (including RPL)
- Recent research papers

This information is promulgated to the students, and other interested stakeholders in the following ways:

#### **3.10.1 KDSC Website**

The KDSC website ([www.kimmagedsc.ie](http://www.kimmagedsc.ie)) is the primary vehicle for the provision of information about the programmes and services of the institute to potential students and other interested stakeholders. The website presents detailed information about the background to the KDSC, its staff, mission, aims and ethos. Any visitor to the website may view details of the programmes and services offered by the institute, and be guided through the steps to apply to a programme, with appropriate direction to support and guidance from KDSC staff as necessary.

### **3.10.2 Social Networking Sites**

KDSC has the facility to disseminate information and updates through relevant and appropriate social networking sites such as Facebook ([www.facebook.com](http://www.facebook.com))

### **3.10.3 KDSC Newsletter**

A quarterly newsletter is e-mailed to all KDSC contacts available through the database, this includes current and past learners and staff, as well as contacts in employer agencies and relevant professional bodies and associations within the development sector. The purpose of this newsletter is to maintain contact with all stakeholders and provide updates on KDSC activities and achievements and developments in relation to programmes and services.

### **3.10.4 KDSC Brochures and Marketing Materials**

KDSC produces and updates a number of different brochure and course flyers each year, containing all marketing materials relevant to the recruitment of new learners onto its programmes. These brochures provide an introduction to the teaching, learning and assessment strategies of each KDSC programmes, outline curriculum, target audience and relevant application documentation. These brochures are posted to all KDSC contacts and made available through the KDSC websites.

It is KDSC policy to observe, that its use of images and messages on the KDSC website, in course brochures and other publicity documents, is congruent with the '*Dochas Code of Conduct on Images and Messages*'. Training workshops on implementation of this Code of Conduct will be provided to key KDSC staff responsible for managing public information within the institute, on an annual basis.

### **3.10.5 Participation in Conferences, and Educational Recruitment Fairs**

KDSC participates in relevant conferences, volunteer information days and educational recruitment fairs, as appropriate and feasible, to provide information to potential learners and other interested parties about the programmes and services available, and to promote the Centre among relevant groups.

### **3.10.6 Procedures for the Publication of Strategic Plans, Audited Accounts, Reports and Results of Reviews**

KDSC publishes its Strategic Plan, its Quality Assurance Manual and its annual audited accounts on its website. In addition, all reports produced by the KDSC in relation to the effectiveness of its programmes and

services, including Institutional Review and Programmatic Review Self Evaluation Reports, are published on the KDSC website. Such reports are produced on an periodical basis, relevant to the review cycle of the institution, particular programme or activity, or once-off reports may be produced relevant to a particular project or activity.

### **3.10.7      *Freedom of Information***

The KDSC recognises its responsibility under the Freedom of Information Acts 1997 and 2003, and the right of students to gain access to information held on them by the College.

## List of Appendices

Appendix 1	Terms of Reference for Directors
Appendix 2	Terms of Reference for Board Sub Committees
Appendix 3	Staff Appraisal Questionnaire
Appendix 4	Terms of Reference for Staff Committees
Appendix 5	Typical Format for KDSC Subject Outline
Appendix 6	The Rights and Responsibilities of all Programme Learners
Appendix 7	The KDSC Guidelines for Marking
Appendix 8	External Examiners Agreement / Contract
Appendix 9	External Examiners Report Form
Appendix 11	Learner Evaluation Questionnaire (End of Term 1)
Appendix 11a	Statement of KDSC Policies and Procedures on Recognition of Prior Learning (RPL)
Appendix 11b	KDSC RPL Handbook
Appendix 12	<b>KDSC QA Policies and Procedures for Collaborative and Transnational Programmes</b> (this is available at the following web-link :

<http://www.kimmagedsc.ie/qualityassurance.html>



## Appendix 1

### KIMMAGE DEVELOPMENT STUDIES CENTRE

#### TERMS OF REFERENCE FOR DIRECTORS

The principal roles and responsibilities of a Director, in accordance with the clauses within the Articles of Association of Kimmage DSC, (see in particular Articles 40-76) are as follows:

##### *Duration of Service:*

1. Each Director appointed shall serve for a three-year period<sup>21</sup>, unless her/his term of appointment ceases before said period for some reason. Directors may be re-appointed at the discretion of the Members<sup>22</sup>.
2. Directors are required to register with the Companies Registration Office (CRO) – the Company Secretary will facilitate them in this task, and de-register them on their retirement from the Board.

##### *Numbers & Composition of the Board of Directors:*

3. We are required to have at least 7 (seven) and not more than 10 (ten) Directors of the Company, and these will be appointed to the Company by the Members.
4. In selecting prospective Directors the Members shall make every effort to secure the services of persons committed to the objects of the Company as expressed in the Articles. These persons shall possess skills and experience likely to help the Directors in areas such as education, finance, management, law, community development, overseas aid.
4. No one shall receive remuneration for acting as a Director of Kimmage DSC. However, reasonable and proper remuneration for any out of pocket expenses incurred on behalf of work done for Kimmage, is permissible within the current statutes.

##### *Main Roles & Responsibilities:*

6. The principal role of a Director is to “govern the affairs of the company”. In doing so, the Directors’ policies and procedures shall be in accordance with the aims and objectives of Kimmage DSC. In this regard, they shall oversee and approve strategic planning of the

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<sup>21</sup>The Articles of Association specify that “effort should be made to ensure some degree of continuity in regard to the Board. Directors shall serve a maximum of three terms of three years only, but should it be desirable for a person having served three such terms to re-join the

Board at a future date the Members may appoint such person following the lapse of three years from the end of the last term of service as Director.”

<sup>22</sup>“the Members” means the Members of the Company who shall be the subscribers to the Memorandum of Association and those persons who from time to time are the Provincial and the members of the Congregation who comprise the Provincial Leadership Team and such other persons (lay and religious) as the Members of the Company shall from time to time appoint to membership.

company and ensure that the Management of KDSC produces an annual budget of expected income and costs, and will review the annual audit of accounts.

7. The Directors shall be responsible for the recruitment, appointment and dismissal of senior personnel, including that of Executive Director, in accordance with Employment Legislation.

8. The Directors shall approve the rate of remuneration or pay scales with regard to all personnel of the Company not being Members or Directors of the Company and approve management and administrative structures necessary for the operation of the Company.

*Meetings of the Board:*

9. The Directors normally meet at least 5 times each year, usually around the periods of Jan/Feb, April, June, Sept, and Nov/Dec. It is expected that Directors attend all board meetings, and should they be unable to attend for 3 consecutive meetings, they may be requested to tender their resignation.

10. In addition, Directors are requested to participate in sub-committees which have been formed to allow more detailed consultation and discussions with staff around various strategic issues and activities. Wherever possible it is attempted to schedule any meetings of such committees in line with the dates as those fixed for the regular board meetings.

11. Directors are invited to attend, along with the Members of the Company, to the Annual General Meeting, to discuss and approve the Annual Report. The Directors may if they see the need, call an Extraordinary General Meeting (see article 15. of the AOA).

12. The quorum necessary for the transaction of the business of the Directors shall be one more than half of the Directors.

## **Appendix 2: Strategic Sub-Committees for KDSC Board**

### **Board Sub-committees: General Terms of Reference**

*It is proposed that there will be at least three (not mutually exclusive) sub-committees formed by members of the KDSC Board – namely, (a) an Audit and Finance Sub-Committee; (b) a Promotions & Fund-Raising Sub-Committee; (c) a Programme Development Sub-Committee (which would also have as its brief, institutional links). The latter two sub-committees of the board would work in tandem with two similarly focused Staff Committees, i.e. The PIC and NPPD<sup>23</sup>.*

### **Rationale:**

The primary purpose of the sub-committees is to ensure an oversight and support role to the operational work of the KDSC and to seek to ensure that activities proposed are consistent with the strategic goals and plans of KDSC. The sub-committees are not decision making bodies. As is already determined by the governance structures of KDSC, policy related matters will be decided upon by directors at board meetings, and other operational day to day management decisions will be made by the Executive Director and designated staff of the Senior Management Team (SMT).

### **Terms of Reference:**

- To monitor and review ongoing activities within the Strategic Plan and support staff members who have undertaken roles of responsibility for certain activities
- To generate new ideas – i.e. to assist in terms of strategic thinking – which may be translated into new activities and assisting with any advice about how KDSC can work more effectively.
- To liaise with (and occasionally meet with) members of the relevant Staff Committees established by KDSC secretariat, e.g. PIC and NPPD and other established committees including the Academic Committee, to ensure clarity of communication and full sharing of information.
- Together with the relevant Staff Committees, identify, agree and develop new activities which will help KDSC achieve its goals and objectives, and to formulate proposals for these which may in due course be presented to the KDSC board to obtain their response (and if required) approval.
- To ensure, with any new activities proposed, that these are in compliance with the agreed strategic plans, business plans, quality assurance policy and other procedures in place.
- To review these terms of reference at the end of each academic year.

### **Guidelines for operating procedures and structure:**

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<sup>23</sup> PIC = Promotion & Institutional Capacity development; NPPD = New Programmes & Partnership Development

- All Directors, and should they so wish, members of the company (PLT<sup>24</sup> and others) are invited to join either sub-committee. It is envisaged that two directors would agree to take on co-chair roles (allowing for alternating) for an agreed period of time (e.g. six months).
- The sub-committee will also contain at least one senior staff member who will act as secretary to the committee and who will have responsibility for the preparation of any reports, budgets, position papers, etc which can then be discussed at sub-committee level.
- External advice: the sub-committees may decide to invite people outside of staff or the board with expertise in certain areas to participate in meetings.
- Frequency of meetings: it is proposed to meet at least quarterly, in line with other board meetings, and where possible, the dates for meetings should be arranged to coincide with other board/staff meetings.
- Co-chairs will receive updates from their counterparts on Staff Committees and/or the Executive Director.
- Notice of all meetings, agendas and reports from meetings will be circulated to all board members.
- Reporting: through the chair of each sub-committee, reports shall be given to the board of directors at designated periods in line with various strategic operational and policy deadlines. The sub-committees will be asked to make any recommendations as necessary to the board, which will then decide to act upon them or defer them for further deliberation and work by the committee in question.

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<sup>24</sup> Provincial Leadership Team, all of whom are currently members of KDSC

## APPENDIX 3: STAFF APPRAISAL FORM

### INTRODUCTION

*In order to achieve the goals set for it, Kimmage Development Studies Centre wishes to ensure that all full time and part time personnel employed at the Centre are given the opportunity and time at the end of each year, to reflect upon the skills, knowledge and attitudes each one brings to their respective roles within Kimmage, and to obtain feedback from their line manager. This form sets out to provide a mechanism to do this, and to enable good planning to be done for the next year.*

### PROCESS

*Each employee will be asked to write a self-appraisal, which entails completing Section 2 and Section 3 (a) in this form and then to forward it for discussion with their line manager ahead of an agreed review meeting. The line manager will then complete Section 3 (b) and discuss the appraisal with the employee at the Appraisal Review Meeting, at which Sections 4 and 5 will then be completed. A copy of this form, signed by both the employee and the line manager, will be provided to the employee.*

*This Questionnaire will be kept on file and will be treated as confidential information.*

---

SECTION 1

NAME: \_\_\_\_\_

JOB TITLE: \_\_\_\_\_

NAME OF LINE MANAGER: \_\_\_\_\_

DATE OF APPRAISAL PROCESS (Commencement): \_\_\_\_\_

## SECTION 2

## SELF-APPRAISAL FORM

1. What have been your main roles/duties over the past year?
2. What aspects of your work have you enjoyed most?
3. What do you feel have been your main areas of difficulty?
4. What could be done to help you deal with such areas of difficulty?
5. What particular interests/strengths do you feel you have and to what extent do you think they being used by KDSC?
6. How flexible do you see yourself in terms of any possible change in role/duties?
7. Have you been able to help with any problems your colleagues may have experienced in relation to their job?
8. How would you describe your relationship with all your colleagues?
9. How challenging do you find your current position?
10. Have there been improvements in the way the organisation has developed over the past year?

11. How have you contributed towards these improvements?

12. What would you see as your key work targets for the next year?

13. What support or additional training might be needed to meet these work targets?

14. Are there any additional points in respect to your job which you would like to discuss?



SECTION 3.(a)

PERFORMANCE APPRAISAL FORM TO BE COMPLETED BY EMPLOYEE  
(and to be discussed with the Line Manager at an Appraisal Review Meeting)

## Employee Appraisal Form

How Would You Rate Yourself on the Following:				
	Excellent	Very Good	Satisfactory	Unsatisfactory
Attitude, Motivation				
Initiative				
Work quality				
Work efficiency (work hours/results)				
Team work				
Organisational ability				
Responsibility				
Any other Observations?				

SECTION 3.(b)

PERFORMANCE APPRAISAL FORM TO BE COMPLETED BY LINE MANAGER  
(and to be discussed with the Employee at an Appraisal Review Meeting)

## Employee Appraisal Form

How Would You Rate the Employee on the Following:				
	Excellent	Very Good	Satisfactory	Unsatisfactory
Attitude, Motivation				
Initiative				
Work quality				
Work efficiency (work hours/results)				
Team work				
Organisational ability				
Responsibility				

Any other Observations?

Overall Performance:

Excellent (90-100) \_\_\_\_\_

Very Good (80-89) \_\_\_\_\_

Satisfactory (60-79) \_\_\_\_\_

Unsatisfactory (under 60) \_\_\_\_\_

Has this performance appraisal been reviewed with the employee?

Yes \_\_\_\_\_ No \_\_\_\_\_

## Section 4. Details of Agreed Areas of Action

Action to be taken to enhance strengths and improve on opportunity areas:

Plan of action	By whom	Future Review Date(s)	Completion Date
<i>(add more rows if needed)</i>			

SECTION 5. APPRAISAL REVIEW FORM – SUMMARY RECORD

NAME: \_\_\_\_\_

JOB TITLE: \_\_\_\_\_

DATE OF INTERVIEW: \_\_\_\_\_

NAME AND TITLE OF LINE MANAGER: \_\_\_\_\_

\_\_\_\_\_

(initial sign the following to indicate completion):

I. SELF-APPRAISAL OF EMPLOYEE REVIEWED BY LINE MANAGER \_\_\_\_\_

II. PERFORMANCE APPRAISAL OF EMPLOYEE BY LINE MANAGER \_\_\_\_\_

III. AGREED ACTIONS FOR YEAR (or other specified period) AHEAD \_\_\_\_\_

IV. FINAL COMMENTS (LINE MANAGER AND/OR EMPLOYEE)

NEXT REVIEW DATE: \_\_\_\_\_

LINE MANAGER'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

EMPLOYEE'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

## APPENDIX 4 **STAFF-COMMITTEE TERMS OF REFERENCE**

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

#### **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 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 progressing 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 and when appropriate

#### **● 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

## Appendix 5

### Course Outline Format for Kimmage DSC BA/MA in Development Studies 2011 - 2012

1. Course Title, Award Level and Credits

2. Facilitator

3. Programme -

4. Aim of the Course

5. Course Content

6. Approach and Methodology

7. Learning Outcomes

8. Assessment

8.1. Continuous Assessment

- *Description of Continuous Assessment*
- *Rationale for using this form of assessment [in relation to the course learning outcomes]*
- *Criteria used for grading the assessment [e.g. how do you know whether or not the relevant course learning outcomes have been achieved or not? How are you grading the level of achievement of the relevant learning outcomes?]*

8.2. Summative or Final Assessment:

- *Description of Assessment*
- *Rationale for using this form of assessment [in relation to the course learning outcomes]*
- *Criteria used for grading the assessment [e.g. how do you know whether or not the relevant course learning outcomes have been achieved or not? How are you grading the level of achievement of the relevant learning outcomes?]*

9. Reading List



## **Appendix 6: Course Participants' Rights And Responsibilities**

(Section 6 of the KDSC Participants Handbook)

### ***I. Introduction***

Since its formation in 1974, a core operating principle for Kimmage Development Studies Centre (Kimmage DSC) has been to ensure that all participating in the courses offered here are afforded the full respect and rights due to them. This includes those employed in the teaching, delivery and support aspects of the education and training services of the Kimmage DSC, as well as all those who attend courses, whether full-time or part-time, sometimes referred to as 'students' or 'learners' but usually referred to in Kimmage DSC literature as 'course participants', or simply as 'participants'.

In producing this statement of policy, the Kimmage DSC management wishes to signal its proactive intent in ensuring that the very good standard and positive culture of learning on the programme to date is maintained. It should be seen in this context as an attempt to clearly communicate a set of rules which aim to protect all concerned from possible misunderstandings or misapprehensions regarding their rights and responsibilities within this educational environment. Therefore this document is part of the Kimmage DSC policy to ensure accountability and fairness in its dealings with all who participate in courses run at this institute, or at other venues wherein Kimmage DSC has primary responsibility for the delivery and overall standards of the course offered. It is intended moreover to be a guide to standards of behaviour and a statement of due process in the event of complaints.

In compiling this handbook, appropriate reference has been made to documents provided by HETAC (the Higher Education and Training Awards Council) the statutory agency which approves and accredits all courses at this College. Should any participant require clarification concerning any of the points contained in this document, Kimmage DSC staff will be pleased to provide it.

### ***II. General Code of Conduct***

**Attendance requirements:** all full-time and part-time participants are advised that they are expected to attend courses punctually and achieve a minimum attendance of sixty percent at all the classes in which they are registered to attend. A consequence for participants of not obtaining this 60% attendance rate may be their withdrawal from any external formal examination.

**Observation of library regulations:** rules governing the use of the Kimmage DSC library and the borrowing of books and other materials are expected to be fully observed. The Librarian will provide details of the library regulations at the beginning of each course and upon request, throughout the year. Offenders will be subject to disciplinary action.

**Information Technology:** participants are expected to abide by Kimmage DSC regulations regarding the acceptable and appropriate use of computers and IT software provided by this Centre. Details of these regulations are detailed elsewhere in this document (see reference to Appropriate Usage Policy AUP).

**Course assignments:** participants are expected to meet with deadlines set for all coursework unless such deadlines have been reset in view of reasons of ill-health or another acceptable reason of which the Kimmage DSC has been notified in good time. Failure to comply with this regulation may mean the withholding of the participants' candidature for examination.

**Final examinations:** participants are expected to present themselves for any scheduled examinations during the year. Should any participants be absent without providing the Kimmage DSC with an adequate explanation for such, they may not be permitted to take that particular paper or section of the course. Copying or cheating at any examination or test, bringing notes or other unauthorised materials into an exam hall, removing scripts of other stationary from an examination hall, any other breach of the examination regulations or any offence involving the integrity of an examination is considered to be an infringement of examination regulations.

**Plagiarism:** the deliberate copying of another author's work which is then presented as one's own in any thesis, essay, project report or other exercise, that forms part of the requirements for an academic programme, without adequate reference to the original source, is considered a grave offence. This includes published and unpublished materials, such as those written by fellow participants. Any participants found to have committed this offence may be disqualified from the external examination.

**Representation of the Kimmage DSC:** persons are not allowed to speak, write or act on behalf of this institute without the expressed permission of the management. This includes the use of the Kimmage DSC's address for purposes of publicity or advertising (this includes the unauthorised use of Email addresses) or the conducting of activities outside the college in the name of the Kimmage.

**Admission to and use of the premises:** participants are required to strictly observe the times and days which they are permitted to gain access to and remain in the building. Participants should not attempt to use the premises of the Kimmage DSC at unauthorised dates and times. They will be advised in writing by the management at the beginning of the year regarding all authorised times and dates.

**General standards of behaviour:** all participants attending Kimmage DSC courses and activities are expected to observe appropriate standards of sobriety and respect. Any participants found to have committed offences such as harassment, bullying, or physical mistreatment of another will be severely sanctioned by the Kimmage DSC, including possible expulsion from the programme.

**Property of others:** complete respect for the property of others is expected and deliberate disregard for this will lead to severe disciplinary measures being taken against the offender.

**Criminal behaviour:** participants found guilty of committing a criminal act during their participation on the programme will be expelled.

### **III. Examination Regulations**

The term “examinations” is taken to include all course assignments, whether take-home or closed-book timed examinations, and various other forms of continuous and final assessment.

#### **General Requirements**

All participants registered on courses at Kimmage DSC for examination purposes are expected to complete any ongoing (continuous assessment) assignments and present themselves for final examination according to the times and dates specified by the institute. This will entail sitting time-limited, closed-book type of written examinations, or producing essays to certain deadlines.

#### **Attendance requirements**

All (full-time and part-time) participants are advised that they are expected to attend courses punctually and achieve a minimum attendance of sixty percent of all the classes. A consequence for participants of not obtaining this 60% attendance rate may be their withdrawal from any external formal examination.

The Kimmage DSC reserves the right, as outlined in the HETAC Assessment and Standards, to withdraw any participant from final examination for whatever reason, whether it is for issues of personal, health, discipline, or any other reason.

#### **Course assignments**

Participants are expected to meet with deadlines set for all coursework unless such deadlines have been reset in view of reasons of ill-health or another acceptable reason of which the Kimmage DSC has been notified in good time. Failure to comply with this regulation may mean the withholding of the participants' candidature for examination.

However, upon consideration of all the relevant circumstances of individual participants, Kimmage DSC may permit the participant to complete the paper in question either as an autumn (repeat) examination or facilitate the individual to undertake a new assignment in the same subject during the following academic programme.

Late submission of work to deadlines (where an extension has not been granted) will result in a penalty system<sup>25</sup> being invoked which involves the deducting of marks from the overall grade for the paper.

#### **Closed-Book/Timed examinations**

Participants are expected to present themselves for all scheduled examinations during the year. Should any participants be absent without providing the Kimmage DSC with an adequate explanation for such, this may result in them being prohibited from taking that particular paper or section of the course.

However, following due consideration of all of the circumstances of a participant's case, Kimmage DSC may allow the participant to resit the particular paper either as a repeat examination (e.g. in an autumn sitting) or by facilitating the participant to sit a further examination in the same paper within the following academic programme.

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<sup>25</sup> The practice to date has been to deduct 10% of the grade for late submission (i.e. when presented later than the day set in the assignment exercise), with a further 10% deducted from the grade for each succeeding week in which the assignment is late.

### **Appeals Procedure**

The following procedure applies in situations where participants have failed to comply with the examination requirements as outlined above.

Following the communication of a decision in response to their non-compliance, participants may request further consideration of their case. This they should do, by contacting the Programme Coordinator and detailing any relevant circumstances which might help to mitigate the decision in their case. All such contested cases concerning a participant's failure to submit/sit for a paper will be brought before a properly constituted subcommittee of the academic committee, namely a Special Hearings Committee<sup>26</sup>. The decision of the Committee will then be communicated to the participant through the Registrar or the Programme Coordinator.

If, when informed of the Committee's decision, the participant still considers that he/she has grounds for an appeal, the participant may make an appeal to the Director of the Kimmage DSC, who will consider any new information presented by the participant and will then either:

- i.) agree with the original decision and thus reject the appeal, or,
- ii.) request a review of the decision by meeting with the Academic Committee.

In either instance, the Director will then communicate the final decision to the participant and the matter will be concluded.

### ***IV. Guidelines regarding Review of Continuous and Final assessment grades and progression to the MA***

Kimmage DSC wishes to ensure that all participants have clear and adequate feedback on the work they submit for assessment during the course, whether this is for some form of continuous assessment or for final examination purposes. For this reason, at the beginning of the course each year, all participants are provided with details of the marking scheme employed on the course, and their attention is drawn to the HETAC Assessment and Standards booklet, a copy of which is available for reference in the library. All lecturers are encouraged to give accurate and detailed comments when returning assignments to participants.

The following are procedures to be followed by a participant if he/she seeks to obtain a review of the grade received for course work submitted for assessment. Participants may seek clarification as to the grounds for the assessment received at any stage during the course of their studies.

### **Continuous Assessment Grades**

For participants seeking a review of grades, the following procedures are advised:

- The participant should first approach the lecturer concerned, and seek further clarification as to why their work received the grade given; If, after this clarification, the participant is still dissatisfied, they may seek a second opinion from the

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<sup>26</sup> Such a Committee will minimally comprise: the lecturer in whose area the course work is required; the Programme Coordinator; and the Registrar. Other senior faculty members may also be invited to attend.

Programme Coordinators concerned or the Director of the institute. The Programme Coordinator or Director may do the following:

- Agree with the original grade given, in which case the review is concluded;
- Agree that there may be a case to review the grade given, after which the Coordinator/Director will then discuss a review of the grade with the lecturer concerned. If no agreement is found, the paper or assignment will be submitted to the Final Examination Board (which meets at the end of the course) for further discussion.

### **Final Assessment Grades**

In cases where the final grades for a subject or component subject have been provisionally<sup>27</sup> provided to a participant (e.g. where that subject has been concluded during the year and well in advance of the Final Examination Board) and the participant wishes to have the assessment reviewed, then the procedures as outlined above also apply, i.e. he/she should first discuss the matter with the lecturer concerned, and then, if necessary, request a review of the grade with the Programme Coordinator or Director. The Director or Programme Coordinator may decide to send the paper(s) in question to the External Examiner for her/his opinion and then, if the External examiner deems it appropriate to revise the grade, based on their assessment of the standard achieved, the matter will be raised at the Final Examination Board meeting.

For participants wishing to request a recheck or review of their final assessment results at the end of the year, and following the deliberations of the Final Examination Board, Kimmage DSC draws their attention to the guidelines given by the HETAC in its *Assessment and Standards 2009 Section 4.10 'Appeals, Complaints, Re-checks and Reviews'*.

### **Re-check and Review Procedure**

A written request for a recheck or review must be received by the Director of the Institution or his/her nominee, not later than five days after the Examination Board meeting.

The processing of the recheck or reviews (see below) will be completed in time for the appropriate granting of awards by the HETAC examinations council, that is, either mid-July or the first week in October. The college will charge an administration fee to initiate a recheck or review that will be refunded if the re-check or review is successful.

### **The Grounds for a Re-check**

A recheck means the administrative operation of checking (again) the recording and combination of component scores for a module and or stage, including an award stage. A recheck can be requested by a participant following an Exam Board meeting if he/she feels his/her results for a module or stage have not been accurately collated. Such a recheck will be conducted by the Registrar's office following a formal written request by the participant.

### **The grounds for Review**

The written request must identify the element or elements of the examination for which the review is being sought. It must also specify the grounds on which the

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<sup>27</sup> It should be noted that until the Final Examination Board meeting each year, and indeed, until the HETAC have later ratified decisions made at this meeting, all grades for work completed on the course are deemed 'provisional'.

review is sought and must contain all information, which the participant requires to have taken into account in the review. The grounds for the review should be specified under the following three headings:

- The examination regulations of the college have not been properly implemented.
- The regulations do not adequately cover the participant's case.
- Compassionate circumstances related to the participant's examination situation were made known to the college by the participant prior or during the course of the examination concerned of which the Board of Examiners were unaware.

### **Process of Review**

Such a post examination board-meeting review will follow the same process as that detailed under 'Appeals Procedure' above. A properly constituted Special Hearings Committee – which would normally comprise of the Programme coordinator, the Executive Director, the Registrar, and at least one other senior faculty member, will be arranged by the Director of the Institute, and will consider all grounds for review as detailed above. The committee will keep a record of its decisions, which are arrived at, if necessary, by a simple majority. The relevant external examiner will be notified and/ or consulted if any changes of classification is decided as a result of the review. The decision of the Committee will then be communicated in writing to the participant through the Registrar, who will also contact and notify HETAC should there be any revision of that participants results and classification of award.

If, when informed of the Committee's decision, the participant is still dissatisfied with his/her results, the participant may make an appeal to the Director of the Kimmage DSC, who will follow the same steps as outlined under 'Appeals Procedure' above.

### **Admission to the MA Programme**

Course participants who achieve 60% in each of the four core areas in their course work (1. Political Economy of Development including Research Methods; 2. Planning for Development; 3. Society and Cultural Analyses and 4. Adult and Group Education) will automatically progress to the MA element of the postgraduate programme if they so desire. If they wish to exit at the end of the taught course programme their results will be submitted to HETAC for an exit award of Postgraduate Diploma.

Course participants who do not achieve 60% in all of the four core areas but who achieve at least 55% in each of them may be given the option to progress to the MA element of the postgraduate programme following consultation with the PG/MA programme co-ordinator.

Course participants who achieve less than 55% in any or all of the four core areas will not be permitted to progress to the MA element and will have their results submitted to HETAC for an exit award of Postgraduate Diploma.

Where a student has been refused access to the MA element of the postgraduate programme they are entitled to appeal this decision. Appeals should be presented in writing to the MA co-ordinator not later than 2 weeks after communication of the initial decision has been made. Appeals will be considered at a meeting of the Academic Committee which will be held for the purpose and each case will be considered on its merits.

## ***V. Academic Honesty Policy***

Kimmage seeks to maintain its reputation for high academic standards and thus to protect and consolidate the careers of all its graduates. This goal can be achieved by ensuring that the study and research undertaken at this institute is marked by a high degree of academic honesty. Among the principal ways in which academic honesty is contravened are by forms of plagiarism and by cheating in examination and written work submitted for academic assessment.

The following are some ways in which academic integrity is compromised:

- when the ideas, methodology, language and/or work of others are used without appropriate acknowledgement of the sources used, or are presented as being one's own work;
- where there is deliberate use of material belonging to another without appropriate acknowledgement;
- when there is a close paraphrasing or summary of another's material without appropriate acknowledgement;
- when answers to closed book examination questions are prepared beforehand and substituted for the answer papers supplied at the time of the examination;
- when essays, presentations, or 'take home' examinations are not the entire and honest work of the participant whose name appears on the submission; or when other examination participants or other people assist with the writing of a paper being submitted for assessment; or when the work of another, or a previously submitted work, is being submitted as the written work of the participant
- when there is fabrication of research findings within a final research project or dissertation

## ***VI. Disciplinary Procedures***

In minor breaches of academic honesty, the matter should be dealt with by the lecturer concerned and may be notified to the Course Coordinator. This might involve the participant re-writing an assignment and making full and appropriate acknowledgement of sources used, or choosing a fresh topic - agreed upon with the lecturer - for an essay/presentation. In more serious breaches of academic honesty - e.g. including examination hall irregularities, plagiarism, etc. - a process should be employed that is fair, accountable and transparent for all concerned. Thus the following steps will be followed:

An allegation of academic dishonesty is made initially to the Programme Coordinator (of the Diploma courses or the MA course, depending upon the course upon which the student is enrolled) along with whatever evidence is deemed necessary to support the allegation. The Programme Coordinator would then inform the participant(s) in question of the allegation and of the process to be followed, and of her/his rights regarding that process.

If the participant accepts the allegation, the Programme Coordinator may decide to:

- dismiss the complaint,
- take disciplinary action, or
- submit the complaint to a Special Hearings Committee.

If the participant denies the allegation, or in the case of repeated allegations of academic dishonesty whether within the same or across more than one course, the Programme Coordinator submits the complaint to a Special Hearings Committee.

the Programme Coordinator submits the complaint to a Special Hearings Committee.

If the lecturer who initially makes the allegation is not happy with the complaint being dismissed or with the disciplinary action being taken, or if the participant is dissatisfied with the decision of the Programme Coordinator, then each has the right to:

- have a hearing before a Special Hearings Committee. This Committee will be constituted<sup>28</sup> by the Director of the Kimmage DSC, Programme Coordinators, and the Course Registrar.
- the participant will be offered the opportunity, if he/she wishes, to be present for the meeting and/or represent him/herself, or be represented. In such a case, the lecturer concerned must be present at the hearing. The participant may, along with the participant's representative, question the person who brought the allegation in the first place.
- the Committee will keep a record of its decisions, which are arrived at, if necessary by a simple majority. The discussion of the case by the Committee takes place in the absence of the lecturer and the participant (or his/her representative).
- the decision of a Special Hearings Committee is communicated in writing to the participant against whom the allegation was made.
- the participant may, within four weeks of a Special Hearings Committee, appeal the decision to the Director of the Kimmage DSC. The Director will then appoint a Review Committee (with members drawn from Kimmage DSC and including a representative from the Kimmage DSC Board of Directors) which will then examine the process and decision of the Special Hearings Committee. The decision of the Review Committee shall be deemed final, save in exceptional circumstances.
- only in the case where the final decision is that the participant is either deprived of an academic award, or is to be expelled, may the matter be addressed to a final arbitration body appointed for this purpose by the Board of Directors.

## ***VII. Disciplinary Sanctions for Academic Dishonesty***

Where an alleged breach of academic honesty is deemed to have occurred, the following disciplinary measures may be taken:

- the participant fails the examination in which the breach is alleged to have occurred; or, fails the component subject in which the alleged breach occurs: in which cases the participant must repeat the element failed or all assessments associated with the component subject;

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<sup>28</sup> In the event of such a committee being necessitated at Kimmage DSC's partner institute – MS-TCDC – the Director would be represented by the Principal, the Registrar, or by the Administrator of MS-TCDC.



- the participant is not permitted to complete the remaining examinations of the current examination session: in which case the participant must repeat the entire 'sit-down' examination at another sitting decided upon by a Special Hearings Committee;
- the participant's entire marks are withheld until certain disciplinary conditions, to be decided by a Special Hearings Committee or a Review Body, are fulfilled;
- the participant's marks are withheld, and the participant is suspended from participation in the life of the institute for a specific period of time;
- the participant is not promoted to the next stage of the programme, and/or must repeat part or all of a semester or academic year;
- the participant is deprived of an academic award (degree or diploma);
- the participant is expelled from the institute.

### ***VIII. General Disciplinary and Complaints Procedures***

In supporting adherence to the general Code of Conduct, participants are advised that the Kimmage DSC will follow clear and fair procedures when suspected or evident transgressions of these rules have occurred. Generally, participants who have personal difficulties with regard to their own fulfilment of the Code of Conduct are expected to notify the Programme Coordinator, Registrar or another senior member of the Kimmage DSC faculty at the earliest possible stage in their participation on the course.

Persons experiencing mistreatment or discomfort in their pursuit of their studies due to the misbehaviour of others may make a complaint. (See the complaints procedure outlined below under the heading Inappropriate Behaviour, section IX.)

Participants' failure to comply with regulations such as those stated in the Code of Conduct will mean that disciplinary action may be taken against them. The set procedure that this will normally follow is:

- The individuals concerned will be cautioned (orally) by a senior Kimmage DSC staff member (e.g. a Programme Coordinator or Administrator) and advised to amend their conduct in the area concerned. Should no change in the participant's behaviour be effected thereafter, a written warning may be issued to the individual.
- Should the transgression of the Code persist the individual's case may be brought before a Special Hearings Committee. (See below.) The participant against whom a complaint is made will be invited to attend if he/she wishes, or to be represented.

Kimmage DSC regards as very serious violations of the Code of Conduct pertaining to general standards of behaviour and that of plagiarism. An explanation of what is termed "inappropriate behaviour" and the procedures adopted for dealing with this are given below.

### ***IX. Inappropriate Behaviour***

In view of the core principle of respect for the individual, Kimmage DSC wishes to assert the rights of individuals to participate fully in their educational endeavours in an atmosphere of reasonable comfort, safety, security and intellectual freedom. In doing so, Kimmage DSC strictly and unequivocally opposes all attempts to infringe

upon these rights. Such infringements of rights can occur with instances of discrimination, bullying and harassment. These forms of inappropriate behaviour can take on many forms, for example, racial discrimination, gender discrimination, wherein individuals are mistreated because of their racial or ethnic identity or because of their sex. Sexual harassment and other actions that are perceived as unwelcome, humiliating, intimidating or generally offensive to the victim are also considered completely inappropriate within this College.

#### ***X. Procedures for Responding to Inappropriate Behaviour***

Any person in this institute wishing to make a complaint is advised of the following steps:

- The person or persons responsible for the inappropriate behaviour should be told immediately to cease such conduct. If the victim of the mistreatment does not feel confident in confronting the alleged harasser/bully, he/she should consider asking someone to speak on his/her behalf.
  - If the mistreatment does not stop, or if the victim is uncomfortable about pursuing the options mentioned above, he/she should make a formal complaint to the Programme Coordinator or the Registrar. However, if the victim is uncomfortable or unwilling for any reason, to make the complaint to either of these two faculty members, he/she should address it to the Director or to a member of the Board of Directors.
  - The complaint should be made orally or in writing and another person can accompany the complainant if he/she wishes.
  - All complaints will be dealt with seriously, and treated with sensitivity. Anyone is entitled to make a complaint and no complainant will be victimised as a result. The victimisation of a complainant or of someone who gives evidence regarding inappropriate behaviour will be subject to disciplinary action. If the complaint is found to be unwarranted or malicious, disciplinary action may be taken. The alleged culprit is entitled to representation, to a fair and impartial hearing, and to the right to challenge the complaint. This will take place under a specifically constituted Special Hearings Committee (see sections VI, VII, for the procedures which will follow, as in the case of academic dishonesty investigations).
  - If, after an investigation, the allegation is upheld, disciplinary sanctions will be taken.
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**Appendix 7 . Guidelines for Marking – Kimmage Development Studies Centre<sup>29</sup>**  
**GUIDELINES FOR MARKING – KIMMAGE DEVELOPMENT STUDIES CENTRE**

<b><i>Content Range (R) Understanding (U) Reading (RD) Analysis/Reflection (AR)</i></b>	<b><i>Structure &amp; Presentation Integration (I) Flow (F) Referencing (R) Language Accuracy (L)</i></b>	<b><i>Argument / Analysis Originality (O) Insight (I) Linking Experience &amp; Theory (L) Critical Comment (C)</i></b>	<b><i>Marking range  %</i></b>
(R) All-Inclusive (U) Critical & Insightful (RD) Extensive, Novel & Specialised (AR) Very High Degree	(I) Consistently Articulate & Coherent (F) Excellent Presentation Focused with Integrated Conclusions (R) Clear, Relevant, Comprehensive & Accurate (L) Extremely Well-Written	(O) Very High Levels of Originality (I) Extremely Perceptive & Discerning (L) Highly Integrated & Comprehensive (C) Well Balanced & Extremely Well-Defended	<b>75 +</b>
(R) Comprehensive (U) Critical & Relevant (RD) Wide Ranging & Balanced (AR) To A High Degree	(I) Very High Level of Coherence (F) Excellent Presentation & Well-Argued Conclusions (R) Clear, Relevant & Accurate (L) Very Well-Written	(O) High Levels of Originality (I) Very Perceptive and Insightful (L) Well Integrated & Comprehensive (C) Balanced & Well-Defended	<b>70 – 74</b>
(R) Broad (U) Very High & Relevant (RD) Good Range of Sources (AR) Substantial and Significant	(I) Coherent (F) Very Good Presentation & Well-Reasoned Conclusions (R) Accurate & Relevant (L) Mostly Accurate	(O) Above Average Levels of Originality (I) Good Perception Shown (L) Comprehensive Levels (C) Balanced & Fairly Well-Defended	<b>65 – 69</b>
(R) Sufficient & Relevant (U) Very Good & Relevant (RD) Variety of Sources (AR) Substantial	(I) Mostly Coherent (F) Good Presentation & Reasoned Conclusions (R) Mostly Accurate & Relevant (L) Generally Accurate	(O) Good Levels of Originality (I) Perceptive (L) Quite Good Links Attempted (C) Generally Balanced & Moderate Defence	<b>60 – 64</b>

<sup>29</sup>In terms of Pass & Honours grades, the following classifications apply: Ordinary BA Degree: Distinction: 70%; Merit, Grade 1: 60%; Merit, Grade 2: 50%; Pass: 40%.  
Post Graduate Diploma: First Class Honours 70%; Second Class Honours Grade 1: 60%; Second Class Honours Grade 2: 50%; Pass: 40%.  
MA: First Class Honours 70%; Second Class Honours 60%; Pass 40%

<b><i>Content Range (R) Understanding (U) Reading (RD) Analysis/Reflection (AR)</i></b>	<b><i>Structure &amp; Presentation Integration (I) Flow (F) Referencing (R) Language Accuracy (L)</i></b>	<b><i>Argument / Analysis Originality (O) Insight (I) Linking Experience &amp; Theory (L) Critical Comment (C)</i></b>	<b><i>Marking range  %</i></b>
		with Few or No Unsubstantiated Statements	
(R) Relevant (U) Good (RD) Mostly Relevant (AR) Good	I) Reasonably Coherent (F) Generally Good Presentation & Appropriate Conclusions (R) Minor Inconsistencies & Inaccuracies (L) Some Inaccuracies	(O) Some Originality (I) Fairly Perceptive (L) Reasonable Levels of Linking (C) Descriptive with Some Unsubstantiated Statements	<b>55 – 59</b>
(R) Mostly Relevant (U) Good (RD) Limited (AR) Fair	(I) Fairly Coherent (F) Fair Presentation with Generally Appropriate Conclusions (R) Several Inconsistencies & Inaccuracies (L) Several Inaccuracies	(O) Limited Originality (I) Not very Perceptive (L) Only Limited Links Made (C) Descriptive with Several Unsubstantiated Statements	<b>50 – 54</b>
(R) Some Relevance (U) Adequate (RD) Limited – Reliance on a Few Sources (AR) Mostly Descriptive & Uncritical	(I) Some Coherence (F) Satisfactory Presentation but with Unsupported Conclusions (R) Below Average Standard (L) Many Inaccuracies	(O) Very Little Originality (I) Little Insight Shown (L) Little Attempt at Linkages (C) Largely Descriptive with Many Unsubstantiated Statements	<b>45 – 49</b>
(R) Limited Relevance (U) Below Average Standard (RD) Limited – Reliance on Only One or Two Sources (AR) Generally Descriptive & Largely Uncritical	(I) Not Very Coherent (F) Below Standard Presentation with Unsupported Conclusions (R) Very Poor Standard (L) Several Major Inaccuracies	(O) Almost No Originality (I) Lacking & Poor (L) Minimal (C) Generally Unsubstantiated with a Predominance of Descriptive Statements	<b>40 - 44</b>
(R) Minimal Relevance (U) Basic (RD) Absent (AR) Descriptive & Uncritical	(I) Poor Integration (F) Poor Presentation & Unsupported Conclusions (R) Major Inconsistencies throughout (L) Prevalence of Major Inaccuracies	(O) No Originality (I) Almost none (L) No evidence of Links between Experience & Theory (C) Mostly Unsubstantiated, Descriptive & Lacking Critical Comment	<b>35 – 39</b>
(R) Narrow	(I) Not Integrated	(O) Entirely Unoriginal	

<b><i>Content Range (R) Understanding (U) Reading (RD) Analysis/Reflection (AR)</i></b>	<b><i>Structure &amp; Presentation Integration (I) Flow (F) Referencing (R) Language Accuracy (L)</i></b>	<b><i>Argument / Analysis Originality (O) Insight (I) Linking Experience &amp; Theory (L) Critical Comment (C)</i></b>	<b><i>Marking range</i></b>  %
(U) Poor (RD) Absent (AR) Inaccurate, Descriptive or Plagiarising	(F) Poor Presentation with Few Reasoned Conclusions (R) Absent, Inconsistent or with Major Inaccuracies (L) Major Inaccuracies Throughout	(I) No Insight at all (L) Linkages completely Absent (C) Unsubstantiated statements throughout & no critical analysis attempted	<b>&lt; 35</b>

## Appendix 8

### KIMMAGE DEVELOPMENT STUDIES CENTRE

#### External Examiner Functions and Agreement 2011/12

#### **PART 1: The Role and Functions of the External Examiner**

***“External Examining is a quality assurance mechanism employed by providers that supports public confidence in academic qualifications”<sup>30</sup>***

In line with HETAC Guidelines on Effective Practice for External Examining<sup>31</sup>, KDSC recognizes that External Examiners aim to fulfill a number of essential learner assessment quality assurance functions. These are:

- (a) Review the appropriateness of the *minimum intended programme learning outcomes*<sup>32</sup> (i.e. the programme’s basic educational goal), and other programme objectives.
- (b) Probe the actual attainment of learners (*actual* programme learning outcomes) using information agreed with and supplied by the provider (such as assessment instruments, representative sample Examination scripts, dissertations, etc)
- (c) Compare and contrast both the *minimum intended programme learning outcomes* and the actual attainment of learners with the relevant awards standards, with the National Framework of Qualifications, and with corresponding data from other programmes in the same discipline in other higher education institutions in Ireland and beyond
- (d) Determine whether or not the applied procedures for assessment are *valid, reliable, fair and consistent*<sup>33</sup>
- (e) Review the appropriateness of the *programme assessment strategy* and the assessment procedures and, flowing from this, consider subsidiary module assessment strategies.
- (f) Review key assessment tasks prior to their assignment in light of the programme and module assessment strategies and learners’ prerequisite (prior) learning.
- (g) Report findings and recommendations to the provider.

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<sup>30</sup> HETAC (2010) *Effective Practice Guidelines for External Examining*. HETAC

<sup>31</sup> *ibid*

<sup>32</sup> The term ‘minimum intended programmes’ learning outcomes’ is defined in ‘HETAC *Assessment and Standards 2009*.as ‘the minimum achievement in terms of knowledge, skill, and competence, that the learner is certified to have attained if he/she successfully completes a particular programme’.

<sup>33</sup> The terms ‘valid, reliable, fair, and consistent’ are defined in HETAC *Assessment and Standards 2009*.

## **Part B: External Examiner Agreement with Kimmage DSC:**

- This agreement is made between The Kimmage Development Studies Centre and ....., External Examiner for programmes run by Kimmage Development Studies Centre for the 2011/12 academic year.

### **2. The External Examiner agrees to take on the following duties:**

- To read the relevant *Programme Assessment Strategies* and review the appropriateness of the intended programme learning outcomes, the assessment procedures, grading schemes and guidelines for dissertations.
- To read the course outlines of the subjects for which they as external examiner are responsible and be aware of their academic content, learning outcomes and assessment rationale and criteria.
- To read draft versions of final Examination papers and / or final written assignments and grading rubrics / schemes and suggest amendments or alterations to the examination material as deemed appropriate
- To review a representative sample of examination material sent by the College, including borderline cases, to check if standards are appropriate and consistent with relevant national awards standards within the National Framework of Qualifications.
- To be available for consultation with internal examiners and/or the Registrar in advance of Examination Board meetings on final examination content or grades
- To attend the relevant Examination Board meetings in the Development Studies Centre each year, and to approve the process and award levels of the grades and final awards under consideration
- To complete at the conclusion of the academic year and submit to the Registrar of the Kimmage Development Studies Centre, a report on the academic quality of examinations reviewed and the comparability of standards to similar NQF Level courses in other third-level institutions. A standard report form will be provided for this purpose by the College. A copy of this report will be forwarded by the College to HETAC for their information. It is understood that the Annual Extern Fee will only be paid by the Kimmage Development Studies Centre on receipt of the External Examiner's Report

### **3. Kimmage Development Studies agrees to:**

- To provide the External Examiner with the information required to enable him/her to carry out his/her functions effectively

- Provide up to date Programme Assessment Strategies and course outlines to the External Examiner for the programmes and subject areas for which they are responsible
- To send draft final Examination questions and or final essay titles to the External Examiner for their consideration, in good time before an examination or before a final essay is assigned to students
- To provide the External Examiner with a representative sample of final Examination scripts and / or final essays and / or final research dissertations in the relevant subject areas, in sufficient time (not less than 10 days) before a HETAC Examination Board meeting
- To give sufficient advance notice of date and time of Examination Board meetings to the External Examiner
- To be available for pre Examination board consultation with the External Examiner should it be required
- To provide an annual payment of €.... to the External Examiner, on receipt of the completed External Examiners Report Form.
- To send a copy of the External Examiner's Report to Internal Examiners in the relevant subject areas, as well as to HETAC.
- To review and discuss findings and recommendations of External Examiners at an annual KDSC Academic Committee meeting and take follow up action where required

Read and Approved by the  
External Examiner

Signature:

Name:

Date:

Read and Approved on behalf of Kimmage DSC

Signature:

Name:

Date:



## External Examiner's Report 2011

### Kimmage Development Studies Centre:

<b>PART 1</b>	<b>To be completed</b>	<b>By the Provider</b>				
<b>Programme Details</b>	Programme Reference <sup>34</sup>	KI04				
	Award Title:	<b>MA Degree (Level 9)</b>				
	Area Of Specialisation (ISCED CODE):	Development Studies				
	Main Modes of Delivery Offered:	FT/ PT				
<b>Classification Distribution and Trend</b>	Stage (1,2,3,4,..., or Award Stage):	Completion of taught course work only				
	Semester (if applicable indicate whether first or Second):	n/a				
		Current Year	Previous Year	Previous Year	Previous Year	Previous Year
<b>Completion Rate Data</b>	% H1/D					
	% H21/M1					
	% H22/M2					
	% P					
	Number who started the programme					
	Number who started the stage					
	Number who completed the stage (i.e. attempted final stage examinations)					

<sup>34</sup> The provider should complete the factual parts of the cover sheet before forwarding the template to the external examiner.

## Part 2; To be completed by the External Examiner

<b>External Examiner Details</b>	Name
	Main Employment
	Email address
	Other contact details
	Subject areas examined

**In presenting opinions under the following headings the external examiner should make national and international comparisons.**

*The text in red italics is explanatory material and may be deleted by the external examiner when completing the report.*

### **The Evidence Considered**

*The purpose of this section is to indicate how well informed the external examiner is about the provider, the programme and its context. Summarise the documentary evidence considered (see HETAC's Effective Practice Guideline for External Examining 2009 – link provided at bottom of page 3) and any visits, meetings and interviews with learners and academic staff and others.*

### **Minimum Intended Programme Learning Outcomes <sup>35</sup>**

*The purpose of this section is to comment on the educational objectives including their explicitness, appropriateness and consistency standards with the relevant awards standards and the National Framework of Qualifications. If there are gaps these should be identified. If the standard is too low this must be stated explicitly so that it can be addressed.*

### **Actual Attainment of Learners**

*This section should present external examiner's informed perception of the actual attainment of learners (knowledge, skill and competence). This is the most important finding of the external examining process. This should be based on consideration of:*

- *The provider's assessment instruments (e.g. assessment strategies, examination papers, marking schemes), procedures and findings*
- ***Representative samples of learner responses to assessment tasks (e.g. examination scripts, dissertations, etc.)***
- *Interviews with learners*
- *Benchmarking data prepared by the provider*
- *Any other appropriate evidence*

<sup>35</sup> For Programme Learning Outcomes of the Kimmage DSC Level 9 Post Graduate/MA in Development Studies and Level 7 BA in Development Studies programmes please see the respective *Programme Assessment Strategies*

*In presenting those perceptions the external examiner should make national and international comparisons. Opinions (e.g. satisfaction with the actual attainment) should be explained (e.g. by outlining the rationale and criteria).*

### **The Programme**

*Often external examiners' experience of the programme might lead to suggestions about particular aspects of the programme. This might involve the curriculum or the approach to teaching and learning. This section should identify some notable strengths and areas for improvement. Note: It is not intended that the external examiner would attempt to systematically review the programme.*

### **Assessment Procedures**

*The external examiner plays a vital role in the ongoing quality assurance and enhancement of assessment. This section should address:*

- *The quality of the assessment instruments (programme and module assessment strategies, examination papers, dissertation guidelines, etc.) and scoring rubrics/schemes etc.*
- *The fairness, consistency and fitness for purpose (valid, reliable, authentic, robust) of assessment procedures.*
- *The reliability of the provider's benchmarking of its assessment procedures.*

### **Trends**

*Evidence concerning the extent to which teaching, learning and assessment arrangements have changed in response to the feedback provided by previous external examiner reports; and  
Progress on recommendations in recent external examiner and other relevant reports on the programme.*

### **Conclusions and Recommendations/ Any other comments**

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***External examiners' signature, date***

Please consult HETAC's [Effective Practice Guideline for External Examining 2009](http://www.hetac.ie/docs/External%20Examining%20New.pdf) and [Assessment and Standards 2009](http://www.hetac.ie/docs/External%20Examining%20New.pdf) for more detailed information concerning expectations  
<http://www.hetac.ie/docs/External%20Examining%20New.pdf>

## **Appendix 10      End of Term 1 Learner Evaluation Form**

**PG/MA  
2010/2011**

### **End of Year Evaluation**

In the following form, we are asking for your opinion on various aspects of the programme – completed courses [in this term only], the library, computers and other facilities available to you. This information will assist us in planning for the rest of the year and future programmes. Thanking you in advance.

The form is set out as follows:

1. Organisation and Facilities
2. Core Courses Completed in 2010
3. Specialist Courses

#### **SCORING**

Scoring is based on a scale of 1 – 5 with **1 being the lowest score** you can give and **5 the highest**. Please use the following scale as a guide to answer the questions contained in the form:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Inadequately	Fairly	Adequately Well	Very well	Exceptionally well
Very poor	Poor	Good	Very good	Excellent
Very out of date				Very contemporary

# 1.ORGANISATION AND FACILITIES

In the table below, please rank, using the scale of 1-5 how you found the facilities and general organisation of the Kimmage Development Studies Centre this year.

(Note: 1 = Very Poor ; 2 = Poor; 3 = Good; 4 = Very Good and 5 = Excellent)

## Overall Satisfaction

Overall satisfaction with the Centre	1	2	3	4	5
--------------------------------------	---	---	---	---	---

Helpfulness and approachability of Staff	1	2	3	4	5
--	---	---	---	---	---

Additional Comments on Overall Satisfaction:

## Library

Access	1	2	3	4	5
--------	---	---	---	---	---

Reading Area	1	2	3	4	5
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Catalogue	1	2	3	4	5
-----------	---	---	---	---	---

Stock of Books & Journals	1	2	3	4	5
---------------------------	---	---	---	---	---

### Training in the Use of the Library

Induction	1	2	3	4	5
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Introduction to Athens	1	2	3	4	5
------------------------	---	---	---	---	---

Explanation of Classification System	1	2	3	4	5
--------------------------------------	---	---	---	---	---

Library Inputs to Study Skills	1	2	3	4	5
--------------------------------	---	---	---	---	---

Additional Comments on Library:

## Computer Facilities

Moodle	1	2	3	4	5
--------	---	---	---	---	---

Access to the Internet	1	2	3	4	5
------------------------	---	---	---	---	---

Printing	1	2	3	4	5
----------	---	---	---	---	---

Backup-Support Services	1	2	3	4	5
-------------------------	---	---	---	---	---

Additional Comments on Computer Facilities:

### **Other Facilities**

Canteen Facilities	1	2	3	4	5
--------------------	---	---	---	---	---

Access to rooms in the building	1	2	3	4	5
---------------------------------	---	---	---	---	---

Additional Comments on Facilities:

### **Quality of Participant-Staff Communication Structures**

Plenary Sessions	1	2	3	4	5
------------------	---	---	---	---	---

Student Representatives	1	2	3	4	5
-------------------------	---	---	---	---	---

Staff-Student Committees	1	2	3	4	5
--------------------------	---	---	---	---	---

Additional Comments on Communication Structures:

### **KODE**

Awareness of the KODE Programme	1	2	3	4	5
---------------------------------	---	---	---	---	---

Additional Comments:

Do you feel you were able to interact with the KODE Programme?

1	2	3	4	5
---	---	---	---	---

Additional Comments:

### **Dtalk**

Awareness of Dtalk Courses	1	2	3	4	5
----------------------------	---	---	---	---	---

Relevance of Dtalk Courses	1	2	3	4	5
----------------------------	---	---	---	---	---

Participation in Dtalk Courses	1	2	3	4	5
--------------------------------	---	---	---	---	---

Any Suggestions for Dtalk:

### **For Overseas Students**

Travel arrangements to Dublin	1	2	3	4	5
Reception on arrival in Dublin	1	2	3	4	5
Accommodation arrangements	1	2	3	4	5
Please indicate if accommodation was	on campus		off campus		

### **For those receiving sponsorship/fellowships**

Administration of your scholarship	1	2	3	4	5
------------------------------------	---	---	---	---	---

### **ANY GENERAL COMMENTS**

## **Example of a subject Evaluation: Political Economy**

**Were you generally satisfied/happy with the course?**  
**(YES/NO)**

Using the table below, please rank the following aspects of the course, using the scale of 1-5 [with **1 as the lowest score** and **5 as the highest**]

<b>Course content (Relevance)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Amount of reading</b>	<b>Too much</b>	<b>Too little</b>		<b>Just right</b>	
<b>Amount of content covered per class</b>	<b>Too much</b>	<b>Too little</b>		<b>Just right</b>	
<b>Number of Lecture hours</b>	<b>Too much</b>	<b>Too little</b>		<b>Just right</b>	
<b>Class notes/handouts</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Presentation of the course</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Opportunity for participation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Lecturers pace of delivery</b>	<b>Too fast</b>	<b>Too slow</b>		<b>Just right</b>	
<b>Handling of questions/discussions</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Feedback on assignments</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Number of Assignments</b>	<b>Too many</b>	<b>Too few</b>		<b>Just right</b>	
<b>Compared to other subjects you took:</b>					
<b>how challenging was this subject</b> (1 - very difficult to 5 – very easy)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>how much did you learn</b> (1- little to 5 – a lot)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>What suggestions for change, if any, would you recommend?</b>					
<b>Overall rating for the course</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>



## **Appendix 11a Kimmage Development Studies Centre (KDSC)**

### **Statement of KDSC policies and procedures with regard to the recognition of prior learning <sup>36</sup>**

This institute explicitly encourages applications from mature learners to its programmes (as expressed in its promotional literature) and operates a process for assessing existing qualifications (including those awarded outside of the State) and prior learning. In this regard its policies of admission, transfer and progression are in accordance with those expressed by the NQAI *'Policies, Actions and Procedures for the Promotion and Facilitation of Access, Transfer and Progression for Learners'* (NQAI, 2003). In addition this institute is fully committed to complying with the NQAI document *Principles and Operational Guidelines for Recognition of Prior Learning in Further and Higher Education* (NQAI 2005). The principles and guidelines in that document inform KDSC policy and procedures as outlined below.

It is also the policy of the College to ensure that accurate and reliable information is available to all learners (both those intending to join the Development Studies programmes, and those who have already joined) to enable them to plan their learning on the basis of a clear understanding the awards available and the associated entry arrangements and transfer and progression routes.

#### **Access, Progression and Recognition of Prior Learning**

For all new learners entering the 3 Stage Level 7 BA in Development Studies, the KDSC operates a process through which their prior learning (including both certified and uncertified / prior experiential learning<sup>37</sup>) can be assessed to determine whether they have satisfied the minimum standards of knowledge, skills and competencies in a related area (namely Social/Human Development) required for progression to studies at the Award Level in question. Following admission, but before commencing course work (Stages 2 and 3), learners are required to produce a portfolio through which they have an opportunity to elaborate on a number of areas related to their previous studies, work experience, as well as future work plans. As part of this portfolio they will be asked to submit a short qualifier essay on a topic relevant to the study area in question. Furthermore, they will be expected to attend an interview in the institute or other suitable venue. In this way their progression eligibility can be formally assessed by the institute. The KDSC will then give formal recognition (so permitting progression to Stage 2 of the programme), and will allocate credit towards an award, accordingly, on the basis of that candidate's prior learning. The KDSC will make available guidance and support to candidates who are preparing for recognition of their prior learning and ensure a reasonable time frame is in place for the assessment process.

This arrangement will apply in the case of all learners entering a programme of study at Award Level 7 - namely the BA in Development Studies, however in exceptional circumstances, a process whereby recognition of prior learning is taken into account may be used to determine entry to a programme of study at Award Level 9 – the Post Graduate/MA in Development Studies, if the College feels that a candidate without the normal (required academic) entry requirements is worthy of special consideration.

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<sup>36</sup> A summary of these policies and procedures appears in the **Kimmage Development Studies Centre Quality Assurance Handbook**, Section 6.1.7.

<sup>37</sup> 'Prior Experiential learning', or learning gained prior to enrolment on a course, is defined as knowledge and skills acquired through life, work experience and study, not formally attested through formal certification (HETAC Policy Document, April 2001)

## **Diploma Supplements**

It is KDSC policy that any credits towards a full award which have been allocated on the basis of recognition of prior learning will be clearly indicated in the relevant sections ( ECTS credits) of the final Diploma Supplement issued to all successful learners on completion of their programme of study. This will ensure ease of recognition for other academic providers and / or employers.

**Appendix 11b – RPL Handbook**



**RECOGNITION OF PRIOR LEARNING.**

**KIMAGE DEVELOPMENT STUDIES CENTRE**

**RPL HANDBOOK**

**February, 2012**

## **What is Recognition of Prior Learning (RPL) ?**

Recognition of Prior Learning (RPL) is a process which acknowledges and gives value to learning achieved prior to registering for a Kimmage DSC programme

RPL is considered as encompassing all types of prior learning,- both certified (formal) learning, as well as “Prior Experiential Learning” which is defined as knowledge and skills acquired through life, work experience and study not formally attested through formal certification (HETAC Policy Document, April 2001).

## **How is RPL used in Kimmage DSC ?**

RPL is used in the following way at KImmage DSC:

1. As the first Stage of the three stage, Level 7, BA in Development Studies programme. Prior learning (including both certified and uncertified/prior experiential learning) is assessed to determine whether learners enrolled on the programme have satisfied the minimum standards of knowledge, skills and competencies in Social/Human Development required for progression to Stage 2 of the Level 7 BA.
2. For non standard entry to the post graduate programmes where the applicant may not have the standard honours primary Degree
3. For exemption from some programme elements or from programmes modules.

## **KDSC Policies and Procedures with regard to RPL**

Recognition of prior learning is fully embedded within the quality assurance procedures of Kimmage Development Studies Centre.

KDSC actively encourages applications to its programmes from mature students and fully recognises the value of prior learning. In particular the college’s practice is consistent with the principles expressed in the National Qualifications Framework (NQF), i.e. that access be provided to those learners who have in the past had limited access to education and training

programmes including mature learners, people with disabilities and from minority groups, both at home and abroad. KDSC RPL policy fully complies with NQAI '*Policies, Actions and Procedures for the Promotion and Facilitation of Access, Transfer and Progression for Learners*' (NQAI, 2003) and with the principles outlined in the NQAI document "*Principles and Operational Guidelines for Recognition of Prior Learning*" (NQAI 2005).

Overall responsibility for RPL policies and procedures lies with the Academic Committee of KDSC although the process of assessment will generally be conducted by the Registrar and / or BA Programme coordinator and one other academic member of staff competent in the RPL process.

### **The RPL Assessment Process (*with regards to the BA programme*)**

Following acceptance to the programme, but before commencing course work (Stages 2 and 3), newly enrolled learners prior learning is formally assessed through the following instruments:

- \*Submission of **a portfolio** elaborating on previous studies, work and life experience and future work plans. The portfolio is designed around a series of questions – each of which is closely related to a specific learning outcome of Stage 1 of the BA programme (*see Appendices 1 and 2*)
- \*Sitting **a short closed book examination** – this exam will normally consist of writing a short qualifier essay on a topic relevant to the area of study
- \*Attendance of **an interview** and production of evidence of any prior certified learning. The interview can be used for purposes of further assessment, or cross checking, of the learner's knowledge, skills and competencies, should it be required.

Assessment is based on the following general criteria:

- **Authenticity:** is genuinely the learning of the applicant
- **Relevance:** to the programme (Development Studies),
- **Currency:** the prior learning is not out of date
- **Level:** matches the specific learning outcomes
- **Sufficiency:** no significant gaps exist in the knowledge, skills and competencies

required

Specific criteria, utilising the general assessment criteria listed above, for determining whether a candidate has, through their demonstration of prior learning, met the learning outcomes for Stage 1, and by which this demonstration of prior learning is judged to be either a **Pass** or **Fail**, is set out in the last two columns of Appendix 2: '*Learning Outcomes of Stage 1 of Level 7 BA in Development Studies Programme and Assessment Criteria*'.

A learner will be deemed to have 'Passed' where all, or most (>70%), of assessment criteria are met – and will be permitted to progress to stage 2 of the Ordinary BA Degree. Where some are met (>50%), the learner can progress through the negotiation of an additional 'learning contract assignment', specific to that learners needs, and which are clearly related to the learning outcomes specified for Stage 1 of the programme. Where less than 50% of assessment criteria are met, the learner will not be permitted to progress to Stage 2 of the BA Degree and will be encouraged to reapply at a later date should they so wish (see also *Arrangements for Appeals* below).

### **Time frame for application, assessment, and processing of RPL**

Applications for admission to the Degree programme will normally be submitted at least eight weeks prior to the commencement date of the programme. The applicant will be notified of what is expected from the RPL assessment process soon after admission and given time to prepare – for example, what learning outcomes they are expected to satisfy, what questions/topic their portfolio will be expected to cover, what is expected from the 'essay' and interviews, etc.

Initial assessment (completion of the portfolio and essay) will take place during weeks 2 and 3 of the programme. Completion of the portfolio questions is done in the candidates own time and submitted by an agreed deadline during week 2. The essay assignment, which is an opportunity for the candidate to summarise key areas identified in their portfolio, will take place in a 'sit down exam' type setting held in the College at the end of week 2, although the essay title will be made known to learners well in advance.

Following assessment of their portfolios and essays by the internal examiner, learners will be contacted by the Registrars office about arrangements to attend an interview, generally to be held during the 3<sup>rd</sup> week of the programme. The Interview Panel will be a formal discussion between the learner and the interviewing panel usually comprising the Registrar and / or BA Programme coordinator and one other academic member of staff competent in the RPL process.

## **Certification / Diploma Supplement**

Learners who satisfy the intended learning outcomes for Stage 1 of the BA programme will receive a certificate from the College confirming that they have ‘Passed’ that stage, are entitled to 60 ECTS credits towards an award, and permitted to progress. Any credits allocated on the basis of RPL towards the full award will be clearly indicated in the relevant section of the final Europass Diploma Supplement (transcript of results) issued to all successful learners on completion of their programme of study.

## **Arrangement for Appeals and Re-Applications (*BA only*)**

In line with the Kimmage DSC ‘*Course Participants’ Rights and Responsibilities*’ unsuccessful candidates have the right to appeal or call for a review of the assessor’s decision. A written request for a review must be made to the Director of the Institute within 5 days of the learner being notified of a decision on their RPL assessment. In such cases the Director may call on an additional academic staff member who was not involved in the initial assessment process to read and assess the portfolio and essay assignment and give their opinion. A final decision will be made by the academic council of KDSC when all circumstances have been taken into account.

Learners who wish to re-apply for assessment of their prior learning will be permitted to do so but must wait at least one year before renewing their application. They may be advised to undertake a higher level course of ‘bridging studies’, elsewhere, in a related area (at for example, Levels 5 and 6), gain further professional or voluntary experience of development work, improve their written and spoken language ability, or a combination of all of the above, in order to ‘top up’ the gaps in their prior learning.

## **RPL process with regard to non standard entry to post graduate programmes**

In exceptional circumstances, RPL may be taken in to account to determine entry to a programme of study at Award Level 9 – namely the Post Graduate Diploma/ MA in Development Studies - if the College feels a candidate without the normal required academic entry requirements (a BA Honours Degree) is worthy of special consideration

Such learners will be asked to submit a qualiifer essay on a topic relevant to the programme, produce evidence of prior certified learning and professional work experience in a related area, and, where possible, attend an interview.

### **Further information on RPL**

For more information on RPL see the Kimmage Development Studies Website  
[www.kimmagedsc.ie](http://www.kimmagedsc.ie)

Or contact the Registrar : Tom Campbell  
Email: [Tom.Campbell@kimmagedsc.ie](mailto:Tom.Campbell@kimmagedsc.ie)



# APPENDIX 1.

## **STAGE 1 ASSESSEMENT EXERCISE: PORTFOLIO QUESTIONS AND ESSAY TOPIC**

All learners who seek recognition of their prior learning and who wish to progress to Stages 2 and 3 of the 'BA in Development Studies' are asked to elaborate on the following areas in order to demonstrate that they have satisfied the learning outcomes established for Stage 1.

**NAME:** **your name here**

**Please answer the following questions in your own handwriting, using the space provided (use additional pages if necessary)**

### **1. What knowledge related to development do you have?**

*To answer this question you might want to consider some or all of the following sub questions: What is your experience of development in your country or community? What do you know about any of the following types of development; social, political, economic, community or national development? Briefly explain any development theories or ideas that you are familiar with and explain any one theory in more detail.*

**2. What skills related to development do you have?**

*Such skills might include: communication, planning, organisational, administrative, working with groups, conflict resolution, research, etc. Explain why these skills are important for development workers?*

**3. With reference to your work experience/career to date, outline two problems you have faced and how you have responded to them.**

*Give examples of how you have used your knowledge and skills to solve problems faced by you when working in a professional or voluntary capacity.*



**4. How do you think you could apply the knowledge and skills you have in a development context?**

*Reflect on all the practical knowledge/skills you have acquired and consider how they may be applied in terms of working with an NGO that is providing community based programmes - for example basic literacy, or involved in lobbying and advocacy work with communities.*

**5. What local, national or global development issues are you interested in and why?**

*Typical issues might include: poverty; hiv/aids; food security; economic globalisation; gender and development; environmental degradation; etc [How do you think these issues affects the lives of people in terms of their social, political, economic or community development?]*

**6. In your current (or most recent) position, what responsibilities - management/resources etc. do (did) you hold?**

*How do you think your experience of taking responsibility at work might be useful in a development context?*

**7. In what specific areas of your work do you feel you need further professional training?**

**8. With regard to your future work plans, how will the Development Studies course be of benefit to you?**

**9. Additional Essay required for progression to Stage 2**

**We ask you to write here a short essay (1,000 – 1,500 words max) explaining your understanding of the concept of development.**

The following notes may be helpful in terms of writing your essay:

For example, you may wish to clarify any association or interest you have had with the notion of development – perhaps in your work situation, or in terms of any reading you have done. What kind of development was it that you experienced? What kind of development was it that you read about and what theories or authors can you recall that may have impressed you?

Structure: We ask you to write the essay in 3 main sections, giving the following headings:

- (1.) *Introduction: (here you will simply describe in broad outline what your experience of development has been – e.g. that you encountered the concept because of your work or voluntary activities, or through your previous education or personal interest in reading.)*
- (2.) *Main discussion: (here you will write in a little more detail about your experience of development – theory and/or practice – and give your reasons why you understand the concept in a particular way.)*
- (3.) *Conclusions: (here you will briefly summarise the main points of your essay – and restate that this background has led you to your current understanding of development which is.....)*

(You may use an additional sheet if necessary)

***APPENDIX 2 – see following page***

**Appendix 2: *Learning Outcomes of Stage 1 of Level 7 BA in Development Studies Programme and Assessment Criteria***

<b>Sub strand</b>	<b>Learning Outcomes on satisfaction of Stage 1 required for progression to Stage 2 of BA in Development Studies</b>	<b>Means by which these Learning Outcomes are assessed and specific questions asked in relation to each sub strand</b>	<b>RPL Assessment Criteria – Pass: Authenticity (A) Relevance to Prog. (R) Currency (C) Level and Sufficiency (LS)</b>	<b>RPL Assessment Criteria – Does not Pass: Authenticity (A) Relevance to Prog. (R) Currency (C) Level and Sufficiency (LS)</b>
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<b>Knowledge-breadth</b>	<b>An understanding of specific issues in a development-related area, e.g., rural development, social work, community development or project and public administration</b>	<ul style="list-style-type: none"> <li>● Portfolio question 1: <i><b>What knowledge related to development do you have?</b></i> To answer this question you might want to consider some or all of the following sub questions: <i>What is your experience of development in your country or community? What do you know about any of the following types of development; social, political, economic, community or national development? Briefly explain any development theories or ideas that you are familiar with and explain any one theory in more detail.</i></li> <li>● Evidence of previous studies at 3<sup>rd</sup> Level (Diploma or Higher Level Certificate) and / or other certified professional training</li> </ul>	<p>Learner shows an understanding of development that is related to their experience and prior learning which is genuinely certified (A)</p> <p>Learner can discuss specific issues related to social, political, economic, community or national development (R)</p> <p>Learner's understanding is up-to-date (C)</p> <p>Learner exhibits a good basic understanding of issues and/or prior learning which shows some evidence of previous studies at 3<sup>rd</sup> level or some professional training (LS)</p>	<p>Learner does not show any understanding of development issues and/or prior certification of learning is not reliable (A)</p> <p>Learner has some general knowledge but no understanding of specific issues in development (R)</p> <p>Learner's understanding is out-dated (C)</p> <p>Learner's understanding is inadequate and/or prior certified learning does not include 3<sup>rd</sup> level studies (LS)</p>
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Knowledge-kind	An understanding of some development thinking with significant understanding of development-related theory in one area, e.g., rural development, social work, community development or project and public administration	<ul style="list-style-type: none"> <li>● Portfolio question 1: <i><b>What knowledge related to development do you have?:</b> What is your experience of development in your country or community? What do you know about any of the following types of development; social, political, economic, community or national development? Briefly explain any development theories or ideas that you are familiar with and explain any one theory in more detail.</i></li> <li>● Portfolio essay question 9: <i><b>Explain your understanding of the concept of development</b></i> You may wish to clarify any association or interest you have had with the notion of development – perhaps in your work situation, or in terms of any reading you have done. What kind of development was it that you experienced? What kind of development was it that you read about and what theories or authors can you recall that may have impressed you?</li> <li>● Evidence of previous studies at 3<sup>rd</sup> Level and / or other certified professional training</li> </ul>	<p>Learner shows their personal understanding of the concept of development and prior learning is genuinely certified (A)</p> <p>Learner shows some understanding of development related to social, political, economic, community or national development (R)</p> <p>The learner's understanding is up-to-date and/or accurate (C)</p> <p>Learner exhibits a familiarity with some development-related theory and an understanding of development theory in one area (LS)</p>	<p>Learner does not show an understanding of the concept of development (A)</p> <p>Learner does not show any understanding of development thinking (R)</p> <p>The learner's understanding is inaccurate or out-dated (C)</p> <p>Learner does not show an understanding of any development-related theory in any area (LS)</p>
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<b>Know-how skill &amp; range</b>	<b>Show a range of specialised skills related to their specific professional background</b>	<ul style="list-style-type: none"> <li>● Portfolio question 2: <i>What skills related to development do you have? Such skills might include: communication, planning, organisational, administrative, working with groups, conflict resolution, research etc. Explain why these skills are important for development workers?</i></li> <li>● Interview</li> <li>● Evidence of previous studies or other certified training</li> </ul>	<p>Learner can give more than three examples of their specialised skills and prior learning is genuinely certified (A)</p> <p>Learner can relate their skills to a development work context (R)</p> <p>Learner exhibits an understanding of why some skills are important for development workers (LS)</p>	<p>Learner cannot give three examples of their specialised skills (A)</p> <p>Learner cannot relate their skills to a development work context (R)</p> <p>Learner does not show any understanding of the kinds of skills required for development practice (LS)</p>
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<b>Know-how &amp; skill selectivity</b>	<b>To provide evidence of effective responses to problems related to their area of professional development.</b>	<p>Portfolio question 3: <i><b>With reference to your work experience/career to date, outline two problems you have faced and how you have responded to them. Give examples of how you have used your knowledge and skills to solve problems faced by you when working in a professional or voluntary capacity</b></i></p> <ul style="list-style-type: none"> <li>● Interview</li> </ul>	<p>Learner can discuss their work experience to date (A)</p> <p>Learner shows how they have responded effectively to at least two problems which have arisen in a work context (R)</p> <p>Learner exhibits an understanding of how to draw on their skills in different situations(LS)</p>	<p>Learner shows little or no work experience (A)</p> <p>Learner does not show the ability to respond effectively to problems in a work context (R)</p> <p>Learner does not exhibit an understanding of how to draw on their skills to address problems which might arise in different situations (LS)</p>
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	<b>Learning Outcomes on satisfaction of Stage 1 required for progression to Stage 2 of BA in Development Studies</b>	<b>Means by which these Learning Outcomes are assessed and specific questions asked in relation to each sub strand</b>	<b>RPL Assessment Criteria – Pass</b>  Authenticity (A) Relevance to Prog (R) Currency (C) Level and Sufficiency (LS)	<b>RPL Assessment Criteria – Does not Pass</b>  Authenticity (A) Relevance to Prog (R) Currency (C) Level and Sufficiency (LS)
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Competence- context	To be able to apply knowledge and skills to a development-related professional context	<p>Portfolio question 4: <i><b>How do you think you could apply the knowledge and skills you have in a development context?</b></i> Reflect on all the practical knowledge/skills you have acquired and consider how they may be applied in terms of working with an NGO that is providing community based programmes - for example basic literacy, or involved in lobbying and advocacy work with communities.</p> <p>● Other professional Training</p>	<p>Learner discusses their knowledge and skills with reference to their experience and professional training certificates are authentic (A)</p> <p>Learner exhibits an understanding of how to draw on their knowledge and skills in a development work context (R) (LS)</p>	<p>Learner is unable to discuss their knowledge and skills with reference to their experience and/or professional training certificates are not authentic (A)</p> <p>Learner does not exhibit an understanding of how to draw on their knowledge and skills in a development work context (R) (LS)</p>
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Competence-role	<p><b>To be able to take responsibility for their own work and for the work of others and/or for the allocation of resources within their professional context</b></p>	<p>Portfolio question 6: <i><b>In your current (or most recent) position, what responsibilities - management/resources etc. do (did) you hold? How do you think your experience of taking responsibility at work might be useful in a development context?</b></i></p> <p>Interviews</p>	<p>Learner can discuss any responsibilities they have had in a work context (A)</p> <p>Learner can identify how their work responsibilities might be useful in a development work context (R)</p> <p>Learner exhibits an ability to take responsibility for or manage their own work and/or the work of others or the allocation of resources in a professional context (LS)</p>	<p>Learner cannot adequately discuss any responsibilities they have had in a work context (A)</p> <p>Learner cannot identify how their work responsibilities might be useful in a development work context (R)</p> <p>Learner does not show an ability to take responsibility for or manage their own work and/or the work of others or the allocation of resources in a professional context (LS)</p>
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<b>Competence-learning to learn</b>	<b>To demonstrate awareness of their own need for further learning in a specialised area complimentary to their professional background</b>	<p>● Portfolio questions 7 &amp; 8: <i>What areas of your work to you feel you need up-skilling in / further professional training?</i></p> <p><i>With regard to your future work plans, how will this Development Studies course be of benefit to you?</i></p>	<p>Learner can discuss their needs for further learning (A)</p> <p>Learner can identify how the Development Studies course will benefit them in terms of their future work plans (R)</p> <p>Learner identifies gaps in their own learning which can be met through the Development studies course (LS)</p>	<p>Learner cannot identify any need for further learning or training (A)</p> <p>Learner does not show any understanding of how the Development Studies course will benefit them in terms of their future work plans (R)</p> <p>Learner does not identify any learning gaps or identifies gaps in their own learning which cannot be met through the Development studies course (LS)</p>
<b>Competence-insight</b>	<b>Articulate an interest in and commitment to local, national or global development as a development practitioner working with NGOs or the State.</b>	<p>● Portfolio question 5: <i>What local, national or global development issues are you interested in and why? Typical issues might include: poverty; hiv/aids; food security; economic globalisation; gender and development; environmental degradation; etc [How do you think these issues affects the lives of people in terms of their social, political, economic or community development?]</i></p> <p>● Interviews</p>	<p>Learner shows their interest in and/or commitment to a particular development issue (A) (R)</p> <p>Learner can state how that issue affects the lives of people in terms of their social, political, economic or community development (LS)</p>	<p>Learner does not show a particular interest in or commitment to a particular development issue (A) (R)</p> <p>Learner can state how that issue affects the lives of people in terms of their social, political, economic or community development (LS)</p>

<b>Progression &amp; Transfer</b>	<b>To Stages 2 and 3 of Level 7 Ordinary BA Degree</b>		Where all or most (>70%) of assessment criteria are met - 'can progress to stage 2'. Where some are met (>50%), can progress through the establishment of a contract of learning.	Where less than 50% of assessment criteria are met, the learner cannot progress to Stage 2 of the Ordinary BA Degree.
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