Clanwilliam Institute

Quality Assurance Manual

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Clanwilliam Institute

Family and Relationship Psychotherapy, Education and Consultation

Lynx House

Old Church Road

Lower Kilmacud Road

Stillorgan

Co. Dublin

A94 E4Y0

www.clanwilliam.ie

01 2055010

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1. INTRODUCTION

1.1 APPROACH TO QUALITY ASSURANCE

Clanwilliam Institute (Clanwilliam) is committed to the development and implementation of quality standards and guidelines which ensure best practice and continuous improvement in the design and delivery of educational programmes and clinical services. Clanwilliam has developed an organisational structure and set of procedures informed by its values, ethos, and mission. Clanwilliam is committed to maintaining quality assurance procedures which ensure high standards and accountability. Quality assurance is understood as an ongoing evaluative process which is enacted in ongoing consultation and feedback mechanisms, periodic review and continuous improvements within a dynamic, evolving system.

The quality assurance procedures are approved by Clanwilliam's Board of Directors. The implementation of the procedures is the responsibility of the Chief Executive Officer who reports to the Board and heads of departments who report to the CEO. An Academic and Professional Council oversees academic quality and standards on behalf of the Board to which the Director of Academic and Professional Programmes makes regular reports.

The Quality Assurance Policies and Procedures of Clanwilliam Institute, detailed in this Quality Assurance Manual has been developed with regard to the following standards and guidelines:

- Core Statutory Quality Assurance Guidelines (QQI, 2016).
- Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines (QQI, 2016)1.
- Assessment and Standards, Revised (QQI, 2013).
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015).
- Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Programmes (QQI, 2023).

The policies and procedures also meet the requirements of:

- Employment Equality Acts 1998 – 2015
- Disability Act 2005
- Data Protection Act 2018

Policies, Procedures and Standards are approved by either the **Board of Directors** or the **Academic and Professional Council,** as appropriate**.** In some cases, policies may require approval by both. The precise approval modalities are indicated in the detailed policies and procedures that follow.

Resources required to implement the policies and procedures are approved by the **Director of Academic and Professional Programmes**.

1.1.1 CONTEXT

Clanwilliam's approach to systemic practice is grounded in ethical principles drawn from professional codes

of practice, a duty of care towards all involved – clients, learners, colleagues, stakeholders, and the public– and a desire to develop non-discriminatory forms of service delivery. The ethos of Clanwilliam is informed by its mission statement and values and the ethical and theoretical principles of the professional discipline of Family Therapy.

Family Therapy Association of Ireland (FTAI) and the European Association of Psychotherapy (EAP) are the professional bodies responsible for professional accreditation of Clanwilliam Programmes. FTAI accreditation ensures that practitioners are appropriately qualified and work to recognised standards of professional competence (FTAI, 2017). All therapists working in Clanwilliam are professionally accredited or working as interns working towards professional accreditation under Supervision.

Clanwilliam's approach to Quality Assurance is based on Mutual Accountability, Rigour, Transparency, Recursivity, Fairness, Equality and Accessibility:

- ***Mutual accountability***

  At every level of the organisation's operations there are structured opportunities for feedback from anyone receiving or providing a service - clients, learners, employees, service providers.

- ***Rigour***

  The ethical rigour essential for accountability stems both from the codes of practice that govern Clanwilliam staff and also from the commitment to respect the integrity and ensure the wellbeing of the various stakeholders who avail of and provide Institute services – learners, clients, employers, staff and the public. The quality procedures are regular, programmed and subject to checks and continual improvement.

- ***Transparency***

  Fulfilling the above principles necessarily requires a high degree of transparency which is constrained only by attention to the rights of the individual for privacy and confidentiality.

- ***Recursivity***

  This is the process whereby information circulates in and feeds back into a system. It is a defining characteristic of systems which are maintained in existence by means of feedback – both positive and negative. It is a key principle of systems theory.

- ***Fairness, Equality and Accessibility***

  The objectives of fairness, equality and accessibility are guiding principles in the development of Clanwilliam services.

- ***Inclusion***

  Inclusion is fundamental to an ethical systemic practice. It involves both an explicit structuring of provision for all to be heard and a consciousness that some are always in danger of being excluded or silenced. It requires an ongoing rigorous attention to ensure that practices are non-discriminatory.

1.2 Organisational Overview

Clanwilliam Institute was founded in 1982 with the objective of developing family therapy in Ireland. The goals set by the founders included developing clinical services, training programmes and research activities which would enhance the common good through making this form of psychotherapy and consultation more widely practised and available. Much of the original vision has been accomplished in that Clanwilliam is now recognised as one of the leading centres in the country for the delivery of family therapy services and training. Clanwilliam is a registered charity and a company limited by guarantee and is thereby bound by the legal requirements of the Companies Acts and the Charities Regulator.

1.3 Mission Statement

Clanwilliam Institute (Clanwilliam) is a registered charity, whose mission is to provide high quality and accessible services to the general public including systemic psychotherapy, professional training programmes, organisational consultancy and research. The values of excellence, accountability and transparency guided by ethical rigour and best practice inform all Clanwilliam's activities.

1.4 Philosophy and Ethos

The Clanwilliam approach to therapeutic practice and training has been constructed from three principal theoretical and philosophical influences - systems theory, social constructionism and the perspective of ethics.

The systemic view emphasises the contextual and relational aspects of human experience. It sees the person as embedded in a social world which they are constantly influencing and being influenced by. This approach enables the practitioner to take account of the multi-layered complexity of the many systems within which we live. This focus on context and relationship distinguishes systemic (family) therapy from other forms of psychotherapy.

The Clanwilliam approach identifies with a social constructionist perspective which regards all meaning (and thus identity and problem descriptions) as generated in language between people. Thus, it is through the medium of language that new meanings and resources may be accessed, and new relationship configurations achieved.

The Clanwilliam approach seeks to reconcile the continuing tension between achieving an appropriate professional stance and articulating ethical concerns when dealing with issues of inequality, disadvantage and abuse. It is emphasised that there are no neutral stances. All staff and trainees are challenged to reflect on their biases and cultural conditioning. To this end there is a strong emphasis on reflexivity in clinical practice and training programmes. All are encouraged to explore their own family history and to participate in therapeutic processes themselves. Therapy and training are viewed as co-operative, explorative, mutually respectful processes.

1.5 Academic Ethos

The values and principles enshrined in the Clanwilliam mission statement form the guiding principles of the academic ethos of Clanwilliam. These are: Excellence, Accountability; Transparency; Ethical Rigour and Best Practice.

Clanwilliam is a learning community with a commitment to intellectual excellence, social justice, ethical rigour and active engagement with the profession. This is characterised by:

- A physical and intellectual environment that allows academic freedom, professional values and scholarship to flourish and enables a challenging and supportive environment for all its members;
- A strong involvement with the professions through research and teaching, consultancy and training;
- A recognition of the contribution of the different learning and communication styles of its members to the Clanwilliam learning community;
- A critical, reflexive engagement with professional practices;
- A commitment to life-long learning.

1.6 THE SYSTEMIC PERSPECTIVE

Systemic psychotherapy is recognised internationally as a separate modality of psychotherapy practice. Its distinctive feature is the focus, both in terms of theory and practice, on the person-in-context, as the unit of consultation and research. The term *systemic* connotes multi-person relationship networks and organisations. Originally, the primary network of interest to systemic psychotherapists was the family, which gave rise to the popular descriptive title for this field as Family Therapy. Systemic consultation is now deemed to include:

- Systemic psychotherapy
- Mediation
- Training
- Supervision and
- Organisational development and consultation.

Client systems include individuals, relationship networks, corporate bodies and communities. A systemic perspective appreciates the interdependence of all, attends to the creation of meaning in relationships and social groupings, and promotes the wellbeing of individuals within the wider natural and social systems which they inhabit. Systemic psychotherapy includes a self-reflexive dimension in which the therapist's impact on the context and its effect on him/her are included in all formulations.

1.7 ORGANISATIONAL OBJECTIVES

Clanwilliam has been one of the leading centres of systemic therapy and practice in Ireland since its establishment in 1982. It has initiated a variety of services including family and systemic psychotherapy, mediation, corporate and professional training for systemic practitioners.

Clanwilliam seeks to fulfil its mission by achieving the twin objectives of Provision of Education and Provision of Clinical Services.

The scope of this Quality Assurance Manual relates in the main to the Provision of Education objective.

1.7.1 PROVISION OF EDUCATION

Currently, this is achieved through the provision of high-quality, accessible education and training in Systemic Psychotherapy. Clanwilliam Institute's QQI-accredited provision comprises the Master of Science in

Systemic Psychotherapy (NFQ Level 9, 180 ECTS) and the following embedded minor awards: the Certificate in Advanced Professional Development (NFQ Level 9, 5 ECTS), the Certificate in Systemic Psychotherapy Theory (NFQ Level 7, 5 ECTS), and the Certificate in Systemic Psychotherapy Theory and Practice Skills (NFQ Level 7, 30 ECTS).

Clanwilliam has also previously provided certificate courses in systemic family therapy, accredited training in Mediation and a Masters programme in Systemic organisational management and collaborated in the provision of an online counselling certificate course. Clanwilliam intends to continue to develop training across all of these areas and in addition to this to provide short courses in continuous professional development for mental health professionals as well as courses for the general public in relation to general mental health and family and relationship issues.

1.7.2 Provision of Clinical Services

Clanwilliam provides high-quality Professional counselling and psychotherapy to individuals, couples and families in a non-discriminatory manner that is accessible.

Clanwilliam continues to provide clinical services to a very broad and wide-ranging client base, both in terms of the nature of presenting difficulties and the socio- economic backgrounds of clients. Clanwilliam intends to set as one of its objectives in order to fully attend to its mission statement of accessibility, to broaden its client base more to include greater multicultural diversity both in its learner population and client base and to consider accessibility issues for clients who live with disabilities.

1.8 Revisions to Quality Assurance Handbook

The policy and procedures that Clanwilliam Institute adopts to review and revise the Quality Assurance handbook are described in QA Policy and Procedure Review, Section 12.3 Self-Evaluation Monitoring and Review.

2. GOVERNANCE AND MANAGEMENT OF QUALITY

Quality Assurance Area:	Governance and Management of Quality
Policy Owner:	Chief Executive Officer
Applicable to:	Staff and Learners

2.1 OVERVIEW

Clanwilliam Institute is a registered Charity (CHY number is 6591, Registered Charity Number is 20012465) and a registered Company Limited by Guarantee 103733.

Clanwilliam Institute's Constitution describes its mission statement as being the support, treatment and study of the family's emotional wellbeing and mental health. Clanwilliam works to provide high quality and accessible counselling and systemic psychotherapeutic services to all families, couples, individuals, and communities regardless of income. It actively institutes educational programmes for professionals and health care workers in order to further the enhancement of family life and the wellbeing of relationships. It also involves itself in promoting community activities, educational and supportive, which relate to the promotion of wellbeing and mental health of families, couples, and individuals with particular emphasis on providing such services to marginalised communities.

When the objective of activities of a solely not-for-profit organisation are recognised by the Revenue Commissioners as charitable then the company is not subject to taxation on the income earned. It is accepted that such income as accrues is invested in the company allowing it to continue providing services and to pursue its charitable objectives.

As a charity, Clanwilliam is governed by a Board of Directors/ Trustees who have individual and joint responsibility for what happens in the Charity:

The legal duties of charity trustees are detailed by the Charities regulating authority:

- Complying with the charity's governing document i.e. the Constitution.
- Managing the charity's resources responsibly.
- Ensuring the charity is carrying out its charitable purposes for the public's benefit.
- Acting in the best interest of the charity.
- Being accountable and complying with the law.
- Acting with reasonable skill and care.

Clanwilliam Institute's governance structure ensures that it is governed and managed effectively, with clear and appropriate lines of accountability. The governance model ensures that objective oversight is in place to ensure that Clanwilliam Institute is financially sustainable, that financial management is sound, and that a clear distinction exists between corporate governance (concerned with the strategic, financial and business matters of Clanwilliam Institute) and academic governance (concerned with the protection and maintenance of academic standards of its programmes of education and training and its awards).

The Board of Directors appoints an Academic and Professional Council to assist it in the planning, co-ordination, development and overseeing of the educational work of Clanwilliam Institute and with a mission to protect, maintain and develop the academic standards of Clanwilliam Institute. It delegates responsibility to that body for academic decision-making, and for overseeing and developing academic standards at Clanwilliam Institute. Similarly, it delegates responsibility to the Management Team and Heads of Department for the day-to-day management of Clanwilliam Institute. The Board of Directors makes the final strategic decisions for Clanwilliam Institute, based on advice from the Academic and Professional Council, the Management Team and Heads of Department, as appropriate.

The Board of Directors appoints an independent chairperson, or two independent Co-Chairs, to the Academic and Professional Council, and there is a clear delineation of responsibility between the Board of Directors and the Academic and Professional Council. This helps ensure that:

"*Academic decision-making reflects the interests of learners and the maintenance of standards. It is independent of commercial considerations*"[1].

The Executive Management of Clanwilliam Institute is provided by the Management Team, which is chaired by the Chief Executive Officer.

2.2 Corporate Governance in Clanwilliam Institute

2.2.1 Major Units of Governance:

The following are the major units of governance in Clanwilliam Institute:

- The **Board of Directors/Trustees** of Clanwilliam Institute.
- The **Academic and Professional Council** of Clanwilliam Institute established by the Board of Directors by formal resolution.
- The **Management Team** established by the Board of Directors by formal resolution.

[1] QQI *Core Statutory Quality Assurance Guidelines 2016,* p.6

2.3 Governance Chart

2.4 Terms of Reference for the Board of Directors

2.4.1 Purpose

The Board of Directors is the governing authority of Clanwilliam Institute. The Board of Directors is ultimately responsible for Corporate Governance of Clanwilliam Institute. It oversees the financial accountability, accountability to the Charities Regulator and the strategic direction of the organisation.

2.4.2 Composition and Membership of the Board of Directors:

The Board of Directors /Trustees of Clanwilliam, following its Constitution, numbers not more than 7 and not less than 3. Such Directors/Trustees are elected to the Clanwilliam Board by the members at an Annual General Meeting initially for a period of two years after which they may retire or go forward for re-election. The Chair and Deputy Chair of the Board are elected by a meeting of the Director/Trustees and the Company Secretary is similarly appointed. The Board of Directors has agreed that no member can serve more than two terms.

The composition of the Board of Directors has regard to gender representation.

2.4.3 Meetings

Meetings of the Board of Directors shall normally be held every quarter and scheduled in advance, having regard to the cycle of required decision-making in Clanwilliam Institute.

- The quorum for meeting of the Board of Directors is 3.
- Meetings are normally held face to face, but in certain circumstances a virtual or an incorporeal

meeting may be appropriate.

- Decisions are made, insofar as is practicable, by consensus. In the absence of consensus, decisions are made by open ballot.

2.4.4 Attendance of Non-members at a Meeting

- The Chief Executive attends all meetings of the Board of Directors but does not have voting rights.
- The Chair(s) of the Academic and Professional Council are invited to attend all Board meetings but do not have voting rights. The Chair(s) of the Academic and Professional Council update the Board of Directors on the work, decisions and recommendations of the Council at quarterly Board meetings.
- The Board of Directors may invite whomsoever it wishes to its meetings to assist in informing its strategy and decisions.
- Non-members may attend a meeting of Board of Directors only on invitation of the Board and communicated through the secretary. Non-members shall remain in attendance solely for the business to which their attendance relates. They will not be given voting privileges.

2.4.5 Good Governance Principles for the Board of Directors/Trustees

The purpose of having a Code of Good Practice and Governance (sometimes referred to as a Code of Conduct) is to promote good governance and to clarify the manner in which it is expected that Boards and Trustees will conduct themselves ethically and with integrity for the good of Clanwilliam and its charitable objectives. As specified in the Clanwilliam Constitution, the organisation is a registered charity and members of the Board are not remunerated. The Nolan Principles[2] of good governance inform the duties proposed in the Clanwilliam Code of Good Practice & Governance. The 7 Nolan Principles are:

- ***Selflessness:*** Holders of public office should take decisions solely in terms of the public interest. They should not do so in order to gain financial or other benefits for themselves, their family or friends.
- ***Integrity:*** Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might influence them in the performance of their official duties.
- ***Objectivity:*** In carrying out public business, including making public appointments, awarding contracts or recommending individuals for rewards and benefits, holders of public office should make choices on merit.
- ***Accountability:*** Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.
- ***Honesty:*** Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.
- ***Leadership:*** Holders of public office should promote and support these principles by leadership and example.

[2] The Nolan Principles were identified in 1994 by the UK Nolan Committee tasked with making recommendations to improve standards of behavior in public life. Their wide and continued usage is testament to their appropriateness in guiding individuals and Boards towards good governance practice.

- ***Damage to a charity's reputation:*** Reputational damage due to fraud or bad management could undermine the charity's aims and perception in the wider community and could ultimately lead to the charity winding up. Good governance by an open and trustworthy board will mitigate risks and ensure the charity achieves its aims, to benefit the community it serves. Whether or not a company is or is not for profit it should be well governed, maintain high standards and constantly renew its leaders.

The Nolan Principles do not specify confidentiality regarding Board discussions and decisions. The adherence of the Board of the Clanwilliam Institute to confidentiality is governed by Board agreement. The obligation of confidentiality does not inhibit 'whistleblowing' by any Director/Trustee. Where a Director/Trustee judges themselves to be obliged to 'whistle blow' in the interests of the company/charity it is expected that, where appropriate, every effort will be made by such a Director/Trustee to raise it in the first instance with the Chair and then at a meeting of Board Directors/Trustees.

It is expected that each Director/Trustee will sign a copy of 'The Good Practice and Governance Compliance Form' on joining the Board. Each signed Compliance Form is stored securely within Clanwilliam in a manner that is accessible to all Directors/Trustees.

2.4.6 Functions and Responsibilities

The Board of Directors has the following functions:

2.4.6.1 Responsibilities under Charity Regulator:

The legal duties of charity trustees are detailed by the Charities Regulating Authority:

- Complying with the charity's governing document i.e. the Constitution
- Managing the charity's resources responsibly
- Ensuring the charity is carrying out its charitable purposes for the public's benefit
- Acting in the best interest of the charity
- Being accountable and complying with the law; and
- Acting with reasonable skill and care.

2.4.6.2 Fiduciary Responsibilities:

The Board of Directors:

- Has corporate and legal responsibility for Clanwilliam Institute.
- Is responsible for ensuring the financial viability of Clanwilliam Institute from year to year.
- Shall provide oversight of financial governance and budgetary decision-making.
- Is responsible for preparation and filing of statutory annual returns and accounts for submission to the Companies Registration Office. It may engage assistance from the Management Team in this regard.
- Is responsible for the submission of final accounts for financial and performance audit

on an annual basis.

- Is responsible for approving annual financial budgets, as prepared and submitted by the Management Team.
- Is responsible for setting staff salary levels on an annual basis.

In the exercise of these functions, the Board of Directors shall not attempt to exercise any undue influence over academic decision-making in Clanwilliam Institute.

2.4.6.3 GOVERNANCE:

The Board of Directors:

- Shall determine the mission and vision of Clanwilliam Institute.
- Shall review and approve Clanwilliam Institute's strategic planning proposals, as prepared by the Management Team, in consultation with the Academic and Professional Council. Such proposals will be reviewed.
- Shall review and approve an Operational Plan to implement the Strategic Plan, in place at any one time.
- Shall uphold the ethics, values and culture of Clanwilliam Institute and act in the interests of all Clanwilliam Institute stakeholders in the highest ethical manner.
- Is responsible for the identification and evaluation of risks to Clanwilliam Institute and for monitoring, managing and mitigating risk through the use of the risk register, or other process.
- Shall appoint staff as required for the efficient operation of Clanwilliam Institute.

Academic Matters:

- Shall approve funding associated with draft new programme proposals, and subsequently approve the costs and budgets associated with fully drafted programmes prior to submission for validation to QQI.
- Following validation by QQI, and on the advice of the Academic and Professional Council, shall determine whether and when to commence the programme.
- Shall delegate authority for academic decision-making to the Academic and Professional Council, by formal resolution. The scope and nature of academic decision-making is outlined in the terms of reference for the Academic and Professional Council, which are approved by the Board.

Clinical Matters:

- Shall oversee the provision of high-quality professional counselling and psychotherapy services to individuals, couples and families in a non-discriminatory manner that is accessible.
- Shall ensure that Clanwilliam continues to provide clinical services to a very broad and wide-ranging client base, both in terms of the nature of presenting difficulties and the

socio-economic backgrounds of clients.

- Shall endeavor to broaden its client base more to include greater multicultural diversity both in its learner population and client base and to consider accessibility issues for clients who live with disability labels.

2.4.7 Delegation of Authority to the Academic and Professional Council

The Board of Directors shall delegate authority for academic decision-making to the Academic and Professional Council, by formal resolution. The scope and nature of academic decision-making is outlined in the terms of reference for the Academic and Professional Council, which are approved by the Board.

The Board of Directors shall receive a report from the Academic and Professional Council following each meeting of the Council. This report shall include an update on academic matters, including new programme development, enrolment report, examination report etc.

2.4.8 Delegation of Authority to the Management Team

The Board of Directors shall delegate authority for the day-to-day management of Clanwilliam Institute, including limited budgetary discretion, to the Management Team, by formal resolution. The scope and nature of its responsibilities is outlined in the terms of reference for the Management Team, which are approved by the Board.

2.5 Terms of Reference for Academic and Professional Council

2.5.1 Purpose

The Board of Directors shall appoint an Academic and Professional Council with a dual role:

Advisory:

To assist the Board of Directors in the planning, co-ordination, development and overseeing of the educational work of Clanwilliam Institute.

Active:

To protect, maintain and develop the academic standards of the courses and the activities of Clanwilliam Institute. The Academic and Professional Council shall exercise this role in a manner that is independent of commercial considerations.

2.5.2 Composition and Membership

Chair or Co-Chairs

An appropriately qualified, independent, external person(s), with experience at a senior level in higher education, appointed by the Board of Directors. The Board of Directors may appoint either a single Chair or two Co-Chairs.

Secretary

Programme Administrator

Ex Officio Members

Director of Academic and Professional Programmes

Programme Leader(s).

Nominated Members

One member of academic staff nominated by their peers.

Two external persons who are representative of the profession, one of whom shall be the holder of an academic post in another higher education institution.

One learner representative nominated through class representation processes.

In attendance – by invitation

The Chair may invite a post holder or any external party to attend as required, where deemed relevant to the business of a specific meeting.

The composition of the Academic and Professional Council has regard to gender representation.

The nominated members of the Academic and Professional Council shall hold office for a period of three years.

Where two Co-Chairs are appointed, they shall agree between them which Co-Chair presides at each meeting of the Academic and Professional Council. Either Co-Chair may preside in the absence of the other. References to the Chair in these terms of reference include a Co-Chair and, in relation to a meeting, mean the Co-Chair presiding at that meeting.

Should a Co-Chair step down or otherwise leave office, the remaining Co-Chair shall continue as sole Chair until the Board of Directors decides whether to appoint a replacement Co-Chair.

The Academic and Professional Council may regulate its own business, subject to any directions from the Board of Directors. In this regard, the Academic and Professional Council may establish Standing Orders for the conduct of its business.

2.5.3 MEETINGS

Meetings of the Academic and Professional Council shall normally be held 4 times per year, and scheduled in advance, having regard to the cycle of academic business in Clanwilliam Institute.

- Members shall be given at least 5 working days' notice of a meeting, to include the draft agenda and the associated papers for the meeting.
- The quorum for meeting of the Academic and Professional Council is 50% of the membership, plus one.
- Meetings are held both online and face-to-face as appropriate and on decision of the Chair(s).
- In the case where a member of the Academic and Professional Council brings a proposal for decision to the Council, they may speak to the proposal, but may not vote on it, should a vote be required3.
- Decisions are made, insofar as is practicable, by consensus. In the absence of consensus,

[3] QQI *Core Statutory Quality Assurance Guidelines 2016,* section 1.1, p.5

decisions are made by open ballot, with the Chair, or the presiding Co-Chair, having a casting vote in the event of a tie.

2.5.4 Functions and Responsibilities

In carrying out its functions, the Academic and Professional Council shall ensure that there is no undue influence exercised by commercial decision-makers over academic decision-making.

The Academic and Professional Council has the following functions:

2.5.4.1 Advisory Role

- Advises the Board of Directors on strategic academic planning and associated resource requirements.
- Consults with the Board of Directors at the appropriate stages in the development of new academic programmes, as outlined in Procedure for the Development and Approval of Programmes (Section 4) of this Manual.
- Makes recommendations to the Board of Directors that Clanwilliam Institute should commence an academic programme, following validation.
- Advises the Board of Directors on risk management and mitigation associated with academic processes in Clanwilliam Institute. It shall do this through regular review and amendment of the risk register and onward reporting to the Management Team and the Board of Directors.
- The Academic and Professional Council Chair(s) shall attend quarterly board meetings where the APC is a standing agenda item and provide an annual report to the Board of Directors. This report shall include an update on academic matters, including new programme development, enrolment report, examination report etc. In certain circumstances, the Chief executive officer may seek a special report from the Council on a particular matter.

2.5.4.2 Academic Oversight

- Ensures that systems of academic administration are in place, which are fit for purpose and encompass the entirety of the learner experience.
- Ensures that academic standards and rigour are adopted, upheld and applied in all academic programmes.
- Establishes and manages the activities of its committees, including their terms of reference.
- Delegates responsibility and, where appropriate, decision-making authority to its committees.

2.5.4.3 Quality Assurance

- Reviews and approves academic aspects of the quality assurance policies and procedures of Clanwilliam Institute, including updates or amendments to these, subject to the requirements of QQI and any professional bodies.
- Approves implementation plans for amendments to quality assurance procedures subsequent to regulatory changes and quality assurance engagement activities.
- Monitors the implementation of quality assurance procedures and associated improvement activities.
- Monitors ongoing compliance with the requirements of QQI and any professional bodies.
- Approves applications and reports prior to submission to QQI or other accrediting bodies.

- Establishes a panel from which an Appeals Board may be drawn by the Chair of that Appeals Board, as required.

2.5.4.4 Teaching, Learning and Assessment

- Appoints External Examiners in accordance with the provisions of section 7.5, Procedure for the Appointment of External Examiners.
- Approves the Teaching, Learning and Assessment Strategy of Clanwilliam Institute, and monitors its implementation.
- Reviews Examination results for QQI and other accredited programmes.
- Reviews reports from External Examiners.

2.5.4.5 Programme Development, Monitoring and Development

- Reviews and approves proposals for programme development, in line with the policy and procedures set out in Procedure for the Development and Approval of Programmes (Section 4 of this Manual).
- Identifies, escalates and actions academic risk and mitigation thereof during programme development and review.
- Monitors new programme development and approves programmes subject to their validation by QQI or other accrediting bodies, in line with the policy and procedures set out in Section 4.
- Approves new programme proposals, making recommendations to the Board of Directors regarding academic resource requirements as needed, appointing Programme Development Groups, monitoring the work of these and approving all programme documentation prior to their submission to QQI for validation.
- Approves the Access, Transfer and Progression opportunities set out in programme specific procedures by Programme Development Teams.
- Reviews annual reports from programme boards and approves any proposed amendments to programmes prior to their submission to QQI and other accrediting bodies.
- Reviews the reports of external review panels for the validation of new programmes or revalidation of existing programmes.

2.6 Committees of the Academic and Professional Council

From time to time the Academic and Professional Council may delegate responsibility to various committees as required to fulfil its role. Such committees may be *ad-hoc committees*, established to advise on a specific matter or *standing committees*, which reflect the ongoing work of Clanwilliam Institute.

Committees advise the Academic and Professional Council and carry out the relevant functions of the Academic and Professional Council as stated in their terms of reference. Committees may include Academic and Professional Council and non-Academic and Professional Council members. Committees may include academic, administrative and technical staff members. Learners and External representatives also may be co-opted.

Committees shall provide updates to the Academic and Professional Council, as required and requested, with reasonable notice given. All recommendations and actions by the committees must be reported to and

approved at the next meeting of the Academic and Professional Council, save where specific authority to act without prior approval has been delegated by the Academic and Professional Council to the committee.

The Academic and Professional Council proposes to establish the following standing committees:

- **Programme Development Committee**, which will review proposals for new programmes from Programme Development Groups that are established by the Academic and Professional Council following approval in principle to proceed to the detailed development phase.
- **Ethics Research Consultative Committee**, which provides a consultative space regarding ethical practice in proposals for research intended to be carried out by staff, service-providers and learners of Clanwilliam.

The Academic and Professional Council shall develop detailed terms of reference for each of these committees, covering role, membership, reporting requirements etc.

Given the current scale of operation of Clanwilliam Institute, the oversight of Quality Enhancement and Learner Services that might typically be delegated in a larger organisation to a committee of the Academic and Professional Council, will be carried out by the Council itself. Oversight of Quality Enhancement will include formulating and making amendments to Quality Assurance policies and procedures, while that of Learner Services will include receiving and considering reports from the appropriate Institute staff and administrative units for improvements to the range and level of learner services provided.

This will be kept under review, and the Academic and Professional Council may consider establishing these as standing committees in the future. It may also consider the establishment of a Teaching and Learning Committee, in the future. In the meantime, the functions that would be allocated to these committees will be carried out by the Academic and Professional Council as a whole, or through temporary, project-oriented subcommittees.

In addition to the use of committees, the Academic and Professional Council will receive reports from the various functions in Clanwilliam Institute, as detailed in the relevant Sections of the QAM, that contribute to the implementation of its role. Such reports emanate from the Admissions Function, Programme Boards, Examination Boards, Post Examination processes (reviews, appeals) etc. Clanwilliam Institute does not regard these boards as Committees of the Academic and Professional Council, in the strict sense, as that might imply that the Academic and Professional Council could exercise control over their actions. The Academic and Professional Council's role is to establish policies and procedures that must be followed by these boards in the exercise of their functions.

The Academic and Professional Council may appoint members of staff of Clanwilliam Institute, who are not members of the Council, to relevant Committees, with their agreement. It may also appoint external experts to a committee to assist in carrying out its function.

2.7 Terms of Reference for Management Team

2.7.1 Purpose

The Board of Directors shall appoint a Management Team with primary institutional responsibility for the day-to-day management of Clanwilliam Institute.

2.7.2 Composition and Membership

i. **Chairperson**

   i. Chief Executive Officer

ii. **Ex Officio Members**

   i. Head of Clinical Services

   ii. Clinical Coordination Manager

   iii. Director of Academic and Professional Programmes

The Director of Academic and Professional Programmes attends meetings whose agenda includes items relating to academic developments as required.

The Management Team may seek advice from other persons as it sees fit, to help in its decision-making.

It may also ask persons operating key support functions for Clanwilliam Institute, such as Finance and Human Resources, to attend particular meetings where their expertise may be beneficial to further inform decision-making.

The Management Team may also seek advice from time to time, from its contracted Quality Assurance function to inform decision-making and risk assessment.

2.7.3 MEETINGS

- Meetings of the Management Team shall normally be held each fortnight.
- Meetings are normally held online but the board does meet face to face at least once per annum.
- Decisions are made, insofar as is practicable, by consensus. In the absence of consensus, decisions are made by open ballot, with the Chair having a casting vote in the event of a tie.

2.7.4 FUNCTIONS AND RESPONSIBILITIES

The Management Team has the following functions:

- To develop an Operational Plan for the implementation of the aims and objectives of Clanwilliam Institute's Strategic Plan, for approval by the Board of Directors. The Operational Plan shall include action plans and the setting of goals and timescales for their achievement.
- To implement the Operational Plan as approved by the Board of Directors, including the monitoring of approved action plans and progress against goals.
- To manage resources to make sure that appropriate and effective facilities and services are available and scheduled to ensure the quality of delivery to learners, including making adequate resources available to the Academic and Professional Council to carry out its functions (such as appointing external examiners).
- To consider the Initial Programme Feasibility stage of new programme development, including feasibility and associated risk, and if approved to forward the application, with comments, to the Academic and Professional Council. Following this, it shall inform the Board of Directors of its decision.
- To review the rationale and business case for the development of all new programmes proposed,

including its rationale, strategic fit, business case, resource implications and associated risks. The Management Team is responsible for completing this review prior to the submission of a new programme proposal for approval to Clanwilliam Institute's decision-making bodies, the Academic and Professional Council and Board of Directors.

- To manage and deploy staff, including recruitment, performance management and development of staff.
- To maintain and review the Risk Register, including the identification, assessment, management and mitigation of institutional risk. Risks or concerns may be referred by the Academic and Professional Council, the Digital Education Working Group or other institutional functions. Significant digital learning risks, recurring service issues and material service disruptions will be considered through this process. The Risk Register will be forwarded to the Board of Directors for review.
- To review the continuing adequacy and sustainability of staffing and support arrangements as learner numbers, programme activity or digital learning requirements change, and to recommend additional resources where required.
- To oversee the organisational and resource implications arising from the Digital Learning Environment Strategy 2026–2029 and the Digital Learning Implementation and Staff Development Plan 2026–2029.
- To consider proposals for educational technologies or digital services where they have significant financial, contractual, operational or institutional implications, following the relevant academic and digital education review.
- To oversee appropriate service-management arrangements for third-party digital services, including documented service expectations, support and escalation routes, contingency arrangements and periodic review.

In the exercise of these functions, it shall not attempt to exercise any undue influence over academic decision making in Clanwilliam Institute.

2.8 Terms of Reference for Programme Boards

2.8.1 Purpose

The Programme Board is a key element in assuring programme quality. It is responsible for the effective management, operation and review of the programme and reports to the Academic and Professional Council. It is constituted for each programme that leads to an award. Clanwilliam Institute may incorporate two or more closely related programmes into a single programme board. Where two or more programmes have a common year a programme board may be established to facilitate this.

2.8.2 Composition and Membership

i. Chair: Director of Academic and Professional Programmes

ii. Programme Lecturers

iii. Learner Representative, who shall withdraw for discussion of agenda items that deal with learner progress or fitness to practice issues.

iv. Programme Administration

v. Programme Advisor

2.8.3 MEETINGS

- Meetings of Programme Boards shall normally be held monthly and scheduled in advance.
- Members shall be given at least 5 working days' notice of a meeting, to include the draft agenda and the associated papers for the meeting.
- Members have the right to seek to add an item to the agenda and any such request must be communicated to the Secretary, six days in advance of the meeting.
- The quorum for Programme Board meetings is 50% of the membership, plus one.
- Recommendations are made, insofar as is practicable, by consensus. In the absence of consensus, decisions are made by open ballot, with the Chair having a casting vote in the event of a tie.

2.8.4 FUNCTIONS AND RESPONSIBILITIES:

The principal role of a Programme Board is to review and monitor the progress of the programme. Its focus is on the day-to-day activities in training, with particular attention to:

- Enhancing the quality of supervision, teaching, and learning through reflexive engagement with ongoing practices.
- Sharing experiences and resources.
- Reviewing how policies and procedures are working on the ground.
- Troubleshooting issues that arise in ongoing work.
- Identifying day to day situations where additional supports and resources could enhance teaching and learning.

Programme Boards have the following particular functions and responsibilities, in carrying out this role:

- To consider learner feedback.
- To consider lecturer feedback.
- To maintain the Approved Programme Schedule, Syllabi and Assessment Schedule.
- To ensure adherence to Marks and Standards.
- To review examination and continuous assessment results.
- To ensure an appropriate Teaching Learning and Assessment approach is implemented.
- To consider learner attendance issues.
- To examine the effectiveness of academic, learner, administrative and digital support services.
- To make recommendations on the use of existing resources and the need for new resources.
- To recommend appropriate external experts to Academic and Professional Council.
- To prepare Programmatic Review material.
- To review a draft of the Annual Programme Monitoring Report, prepared by the Programme Lead.
- To consider fitness to practice issues and learner progress.
- To consider learner and staff feedback on the Digital Learning Environment, including recurring issues relating to access, participation, accessibility, digital learner support, Moodle and

synchronous online teaching.

- To review programme-level evidence relevant to the annual review of the Digital Learning Environment, including implementation of the Moodle Design Standards, digital staff development needs and examples of effective practice.
- To refer significant or recurring digital learning issues, risks, resource requirements and enhancement opportunities through the appropriate governance route.

2.9 Terms of Reference for Board of Examiners

2.9.1 Purpose

The Board of Examiners is a deliberative body that makes summative assessment and related decisions based on the recommendations of assessors.

The Board satisfies itself that learners have been appropriately assessed, graded and classified in accordance with the approved programme documentation, assessment regulations and applicable academic standards. It reports its decisions and recommendations to the Academic and Professional Council.

2.9.2 Composition and Membership

The composition of the Board of Examiners is as follows:

a. Chairperson

I. The Director of Academic and Professional Programmes is the ex officio chairperson

b. Ex Officio Members

I. All assessors involved in determining grades for the programmes

II. All external examiners for the programme

c. In Attendance:

I. The programme administrator acts a secretary to the meeting of the Board of Examiners and is responsible for follow-up on decision of the Board.

2.9.3 Meetings

Meetings will be arranged in good time and, where applicable, in consultation with the relevant external examiners. Meeting dates will be communicated to all members and to QQI where required.

Meetings may be held onsite or through an approved secure video-conferencing platform.

2.9.3.1 Quorum

A meeting may proceed where sufficient internal assessors are present to deliberate competently on the assessment findings presented. Where recommendations for higher education and training awards are being considered, the relevant external examiner should normally be present.

An inquorate meeting does not have the authority to determine assessment results.

2.9.3.2 Meeting Documentation

The following documentation will be made available, as applicable:

- the approved programme assessment strategy

- the approved programme and assessment schedules
- applicable marks and standards
- the draft broadsheet of results
- recommendations from internal assessors
- reports or recommendations from external examiners
- relevant applications relating to extenuating circumstances
- any further information required by the Board

2.9.3.3 Conduct of Meetings

The Chair will:

- confirm the purpose, authority and confidentiality of the meeting
- confirm the applicable assessment regulations and decision-making arrangements
- provide for the systematic consideration of results and assessor recommendations
- provide for the consideration of compensation, borderline results, repeat assessment and other matters within the Board's authority
- confirm the arrangements for communicating approved results and information about appeals
- confirm that agreed amendments are recorded on the official broadsheet of results

Decisions will normally be reached by consensus. Where consensus cannot be reached, the matter may be decided by open ballot, with the Chair having a casting vote in the event of a tie.

Where the Board does not accept the recommendation of an individual assessor, the decision and reasons will be recorded in the minutes.

Where disagreement between the Board and an external examiner cannot be resolved, the Board's decision will be final. The disagreement will be recorded in the minutes, the external examiner's report and an attachment to the broadsheet of results.

2.9.3.4 Assessment Across Different Modes

The Board will consider assessment evidence in accordance with the approved assessment method, whether the assessment was conducted onsite, synchronously online or submitted through an approved digital system.

Where relevant, the Board may consider recordings or other digital assessment artefacts where their creation and use were authorised and communicated in advance.

The same approved academic standards, assessment criteria and moderation requirements will apply across all assessment modes. Any significant anomaly associated with the assessment mode or its conduct will be recorded in the meeting minutes.

2.9.3.5 Minutes and Confidentiality

Minutes will be recorded and made available to the Academic and Professional Council. The minutes will include relevant decisions and any recommendations affecting programme delivery, assessment or academic standards.

The proceedings and deliberations of the Board are confidential. Information may be disclosed only through the approved reporting and results-communication arrangements or where disclosure is otherwise required.

2.9.4 Functions and Responsibilities

The Board of Examiners is responsible for:

- satisfying itself that learners have been appropriately assessed, graded and classified
- determining summative assessment outcomes based on the recommendations of assessors
- considering assessment findings from first, repeat, supplemental or deferred assessment
- determining grades for assessment tasks and modules
- determining learner eligibility to progress from one programme stage to another
- determining learner eligibility for an award
- determining award classifications where applicable
- considering applications relating to extenuating circumstances where these fall within the Board's remit
- considering the application of compensation and other permitted assessment regulations
- reviewing persistent or significant anomalies in grade distributions or assessment outcomes
- applying any necessary adjustment consistently to all affected learners where a systemic assessment error is identified
- confirming and signing the official broadsheet of results
- recording and reporting its decisions to the Academic and Professional Council
- referring recommendations relating to programme delivery, assessment practice or academic standards to the Academic and Professional Council

2.10 Terms of Reference for Appeals Board

2.10.1 Purpose

The Appeals Board is responsible for considering appeals accepted under CWI's Policy and Procedure for Appeals.

Its purpose is to consider whether the original decision-making process was reasonable, fair and consistent with the applicable CWI policy, procedure or regulation. The Appeals Board makes its determination based on the permitted grounds for appeal and the evidence presented.

The Appeals Board may reject or uphold an appeal. Where it upholds an appeal, it may direct that CWI take a specified course of action.

The decision of the Appeals Board is final within Clanwilliam Institute.

2.10.2 Composition and Membership

The Appeals Board will be drawn from a panel established by the Academic and Professional Council and will comprise:

- **Chair:** An appropriately qualified independent external person with experience at a senior level in higher education
- **Member:** One person with appropriate competence or expertise relating to the matter under appeal, selected by the Chair
- **Member:** One member of the Management Team, selected by the Chair
- **Member:** One person representing learner interests, who may be external to CWI, selected by the Chair.

A person appointed to the Appeals Board must not have had any previous material involvement in the matter under appeal.

Before accepting appointment, each member must declare any actual, potential or perceived conflict of interest. The Chair will determine whether a declared conflict precludes the person from participating. Where the Chair declares a conflict, the Academic and Professional Council will appoint an alternative Chair.

A person appointed by the CEO will act as Secretary to the Appeals Board. The Secretary is not a member of the Board and does not participate in its determination.

2.10.3 Meetings

The CEO will convene an Appeals Board where an application has been accepted under the Policy and Procedure for Appeals.

Meetings may be conducted onsite or through an approved secure video-conferencing platform.

2.10.3.1 Notice and Documentation

Members will receive appropriate notice of the meeting and access to the documentation required to consider the appeal.

The documentation will include, as applicable:

- the appeal application and supporting evidence
- the original decision
- the policy, procedure or regulation under which the original decision was made
- relevant records from the original decision-making process
- a response from the person or body responsible for the original decision
- any other information accepted by the Chair as relevant to the permitted grounds for appeal.

2.10.3.2 Learner Participation and Support

The appellant will have an opportunity to present their position in writing.

An appellant may request an opportunity to make an oral presentation to the Appeals Board. The reason for the request must be included in the appeal application. The Chair will determine whether an oral presentation would assist the Board in considering the permitted grounds for appeal.

Where an appellant attends a meeting, whether onsite or remotely, they may be accompanied by a friend, family member or other support person.

2.10.3.3 Quorum and Decision-Making

The quorum will be the Chair and two other members.

Decisions will, where practicable, be reached by consensus. Where consensus cannot be reached, the decision will be made by majority vote. The Chair will have a casting vote in the event of a tie.

The Board will consider only the permitted grounds for appeal and will not conduct a new assessment of the learner's academic work.

2.10.3.4 Decision and Record

The Appeals Board will issue a reasoned decision stating:

- whether the appeal is upheld or rejected
- the grounds considered
- the reasons for the decision
- any action CWI is directed to take.

A formal record of the meeting and decision will be maintained. The decision will be communicated to the appellant and the relevant CWI personnel in accordance with the Policy and Procedure for Appeals.

The proceedings and deliberations of the Appeals Board are confidential.

2.10.4 Functions and Responsibilities

The appellant is responsible for:

- submitting an appeal within the required timeframe
- identifying the applicable grounds for appeal
- providing the evidence relied upon

- participating appropriately in the appeals process.

The CEO is responsible for:

- reviewing the appeal application against the permitted grounds
- confirming whether the appeal has been accepted for consideration
- convening the Appeals Board
- arranging administrative support and access to relevant documentation.

The Chair is responsible for:

- confirming the independence and suitability of the appointed members
- managing declared conflicts of interest
- determining meeting arrangements
- supporting a fair and orderly consideration of the appeal
- confirming the Board's reasoned decision.

The Appeals Board is responsible for:

- considering the appeal impartially
- considering the application, evidence and relevant institutional requirements
- determining whether the original decision-making process was reasonable and properly applied
- upholding or rejecting the appeal
- directing an appropriate course of action where an appeal is upheld
- providing reasons for its decision.

2.11 Working Groups of the Academic and Professional Council

Clanwilliam Institute may establish working groups from time to time to support the implementation, review and enhancement of specific areas of its work. Working groups may include staff, learners and external advisors or specialists, as appropriate. Their remit, membership and reporting arrangements will be set out in their respective Terms of Reference. Working groups support institutional decision-making but do not replace the authority of the Academic and Professional Council or other established governance structures.

2.12 Terms of Reference for Digital Education Working Group

2.12.1 Purpose

The Digital Education Working Group supports the implementation, review, and ongoing enhancement of CWI's Digital Learning Environment.

The Working Group provides a forum for relevant CWI staff and the external Digital Education Advisor to consider digital learning matters collectively and to ensure that developments are appropriate to CWI's educational philosophy, programme requirements, learner needs, quality assurance arrangements, and available resources.

2.12.2 Reporting and Authority

The Working Group will report to the Academic and Professional Council.

The Working Group may coordinate and recommend actions within its agreed remit. Matters requiring formal academic, quality assurance, financial, contractual, or institutional approval will be referred through the appropriate CWI governance process.

The Working Group does not hold independent authority to approve matters requiring formal academic, quality assurance, financial, contractual or institutional approval. It may agree and coordinate actions within its remit and make recommendations through the appropriate CWI governance arrangements.

2.12.3 Remit

The Working Group will:

- advise on implementation of the Digital Learning Environment Strategy 2026–2029
- review progress against the Digital Learning Implementation and Staff Development Plan 2026–2029
- consider recommendations from the Digital Education Advisor
- oversee the development and review of the Moodle Design Standards
- identify achievable Digital Learning Environment enhancement priorities
- identify relevant staff development needs
- consider learner and staff feedback relating to digital learning
- consider proposed educational technologies where wider institutional consideration is required
- identify significant or recurring digital learning issues, risks, or resource requirements
- consider relevant external practice and its applicability to CWI
- make recommendations to the Academic and Professional Council where formal consideration or approval is required

2.12.4 Membership

Membership will remain proportionate to CWI's size and will include the roles necessary to provide academic, quality assurance, operational, and digital education perspectives.

Membership will comprise:

- Chair: a practising systemic psychotherapist involved in CWI
- Secretary: Programme Administration with designated responsibility for VLE administration
- Director of Academic and Professional Programmes
- external Digital Education Advisor
- at least one current learner representative
- at least one other practising systemic psychotherapist involved in CWI

Other staff or specialists may be invited to contribute where relevant to a particular matter.

2.12.5 Role of the Digital Education Advisor

The Digital Education Advisor will provide specialist advice to the Working Group on digital pedagogy, educational technology, Moodle development, accessibility, staff development, and relevant external practice.

The Advisor's recommendations will be considered within CWI's educational, operational, and quality assurance context.

The Digital Education Advisor does not independently approve institutional changes or override CWI's established teaching and learning, programme, or quality assurance arrangements.

2.12.6 Meetings and Records

The Working Group will meet twice yearly, with additional meetings arranged where necessary during periods of significant development or implementation.

Meetings may take place onsite or synchronously online.

A proportionate record of each meeting will identify:

- key matters considered
- recommendations or decisions within the Working Group's remit
- actions agreed
- responsibility for actions
- matters requiring escalation

The Programme Administrator with designated responsibility for VLE administration will maintain the Working Group's meeting records.

2.12.7 Reporting and Authority

The Working Group will report to the Academic and Professional Council.

The Working Group may coordinate and recommend actions within its agreed remit. Matters requiring formal academic, quality assurance, financial, contractual, or institutional approval will be referred through the appropriate CWI governance process.

The Working Group does not hold independent authority to approve matters requiring formal academic, quality assurance, financial, contractual or institutional approval. It may agree and coordinate actions within its remit and make recommendations through the appropriate CWI governance arrangements.

2.12.8 Review

The operation of the Working Group will be reviewed annually to confirm that its membership, remit, and meeting arrangements remain proportionate and effective.

The Academic and Professional Council will be responsible for reviewing the operation and effectiveness of the Working Group.

2.13 PROTECTION OF ENROLLED LEARNERS

Clanwilliam Institute is committed to facilitating all learners to complete their training and accreditation in the event of a cessation of the course or programme for any reason, or in the event of the closure of the centre.

The Qualifications & Quality Assurance (Education & Training) Act 2012 stipulates that a provider should put in place a Protection for Enrolled Learner policy for the protection of enrolled learners on programmes of three months duration or more where moneys have been paid by, or on behalf of the learner, to the provider for a programme of education and training. This legal requirement is made of individual providers, and each provider is expected to have a PEL policy and set of procedures in place.

Clanwilliam Institute has in place a policy to ensure that all programmes are completed, and all awards processed.

Clanwilliam Institute has Learner protection arrangements in place with respect to enrolled Learners on all QQI validated courses, ensuring Learners' education is protected, and in accordance with the Qualifications and Quality Assurance (Education and Training) Act 2012 and the Policies and Criteria for the validation of programmes of education and training (2017).

The purpose of the policy and procedure on PEL is to facilitate the refunding to learners of moneys most recently paid by, or on behalf of, an enrolled learner in respect of a Programme that Clanwilliam Institute has ceased to provide for any reason such that they are not able to complete the Programme.

Clanwilliam Insurers have approval to offer learners **Learner Protection Insurance**. Each enrolled learner receives a Learner Protection Insurance Policy in their own name. Learner Protection insurance is provided by O'Driscoll O'Neil and underwritten by Hiscox Insurance Company Limited. The Learner protection policy provides for a refund of fees as specified in the 2012 Act.

In some circumstances, it may be possible for a Learner to transfer to a similar programme in another provider. In such circumstances, the Learner may opt to receive the cost of an alternative similar academic programme. Transfer to another programme is always only a second option. The Learner protection insurance policy is governed by Section 65(4)(b) of the 2012 Act.

2.14 ROLES AND RESPONSIBILITIES

2.14.1 CHIEF EXECUTIVE OFFICER:

Reporting to the Board of Directors, the Chief Executive Officer has overall responsibility for the day-to-day management of the organisation and development of services. The Chief Executive Officer also shares responsibility with the Board for the strategic direction, quality issues and governance of the organisation.

2.14.1.1 RESPONSIBILITIES

- The Chief Executive Officer is responsible for ensuring the implementation of the strategic plan determined by the Board of Directors.
- The Chief Executive Officer controls and directs the activities of Clanwilliam Institute and its staff.

- The Chief Executive Officer, working with the Management Team, is responsible for the efficient and proper management of Clanwilliam Institute.
- The Chief Executive Officer provides a bridge between the Board of Directors and the management of Clanwilliam Institute.
- The Chief Executive Officer is responsible for approving contractual, service-level or equivalent service-management arrangements for externally provided digital services, informed by advice from the relevant academic, operational and technical functions.

2.14.2 Director of Academic and Professional Programmes

Reporting to the Chief Executive Officer, the Director of Academic and Professional Programmes is responsible for the maintenance of academic standards. They are responsible for delivering major aspects of academic administration.

The Director of Academic and Professional Programmes is the main point of contact with awarding and regulatory bodies, including QQI. They may delegate day-to-day responsibility for this role to another staff member, while at all times maintaining oversight of decisions. They are responsible for regulatory compliance within Clanwilliam Institute, under the auspices of the Academic and Professional Council in the following areas:

- Academic records, including admissions, examinations and graduation.
- Academic regulations and learner discipline.
- Effective management of the Director of Academic and Professional Programme's office.
- Providing leadership in the promotion and support of standards of excellence in teaching, learning and assessment.
- Ensuring the provision of academic support services required of each programme in Clanwilliam Institute in order to deliver a learner focused experience.

The Director of Academic and Professional Programmes is a member of the Management Team.

2.14.2.1 Specific Functional responsibilities:

The Director of Academic and Professional Programmes provides senior academic oversight of the following functions, working through the relevant academic, administrative, quality assurance, digital education and technical roles including, but not limited to:

2.14.2.2 Academic Standards

- Ensuring that policies and procedures exist that underpin the quality of programmes; that these are followed and that they meet the appropriate standards.

2.14.2.3 Academic Governance

- Supporting the business of the Academic and Professional Council, and its sub-committees.
- Acting as advisor on academic matters to the Board of Directors, the Chief Executive Officer and Academic and Professional Council and its committees, and specifically those of a regulatory

nature.

- Providing senior academic oversight of the Digital Learning Environment Strategy 2026–2029 and its supporting documentation.
- Maintaining alignment between the Digital Learning Environment, academic standards, programme requirements, the Teaching and Learning Policy and CWI's approved scope of provision.
- Referring significant digital learning developments, risks and recommendations through the appropriate governance route where formal academic, quality assurance, financial, contractual or institutional approval is required.

2.14.2.4 Learner lifecycle

- Recruitment, admissions, registration and examination processes for all learners.
- Learner Services, including Access and Learning Support Services, Health and Counselling Services.

2.14.2.5 Staff Development

- In cooperation with the Chief Executive Officer, overseeing staff development in curriculum design, programme delivery and assessment. Digital learning development is planned and monitored through the Digital Learning Implementation and Staff Development Plan 2026–2029, with delivery supported by the Digital Education Advisor, Programme Administration and other relevant expertise.

2.14.2.6 Management of Information

- The Director of Academic and Professional Programmes has responsibility for compliance with GDPR through Clanwilliam Institute's Data Protection and Record Management Policy.in relation to academic records.
- The Director of Academic and Professional Programmes authorises public information and communication.

2.14.2.7 Management and Administration

- Acting as mentor, supervisor and manager to the members of faculty.

2.14.2.8 Programme Design, Development and Validation

- Providing a leading role in the continuing academic development and improvement of validated provision in Clanwilliam Institute.
- Leading staff in Clanwilliam Institute through new programme design and development in accordance with the approved procedures.

2.14.2.9 Programme Delivery

- Managing and directing the academic team.
- Participating, as required, in academic staff recruitment.

- Providing advisory recommendations to the Chief Executive Officer on all academic appointments, and promotions.
- Identifying the resources and facilities required for programme delivery and assessment and advising the Management Team and Chief Executive Officer of identified requirements.
- Ensuring that blended learning provision is aligned with Clanwilliam Institute's quality assurance procedures and approved programme delivery arrangements.
- Maintaining oversight of the VLE administration function.
- Coordinating the institutional response where significant digital-service disruption affects programme delivery, including communication, escalation and any necessary alternative arrangements consistent with approved programme requirements.

2.14.2.10 Special Projects

- Undertakes projects that may arise from time to time and as agreed with the Board of Directors and/or Academic and Professional Council.

2.14.3 Quality Assurance and Enhancement

The Quality Assurance and Enhancement function reports to the Director of Academic and Professional Programmes. This role may be carried out by a contractor/advisor. They are responsible for ensuring quality assurance policies and procedures are effectively implemented and integrated throughout all levels of the organisation, and that all staff have a clear understanding of their roles and responsibilities in relation to these.

2.14.3.1 Specific Functional responsibilities:

- Proactively initiating quality assurance activity within Clanwilliam Institute.
- Implementing and monitoring quality assurance policies and procedures.
- Reporting to the Academic and Professional Council in relation to all academic dimensions of quality assurance at Clanwilliam Institute.
- Ensuring the dissemination of information pertaining to quality assurance across all academic and teaching staff,
- Leads staff development activities to embed quality assurance in staff practice.
- Supporting programme leaders in advising on the quality assurance aspects of programme validation and programmatic review activity and overseeing the implementation of the approval process.
- Monitoring and reporting on implementation of quality improvement plans.
- Developing and managing the range of non-academic learner services in Clanwilliam Institute, including Disability Support Service, Health Services including Counselling Services and Careers Service
- Ensuring QA procedures address the quality and integrity of blended learning provision in line

with relevant QQI requirements.

- Supporting the integration of findings from the annual review of the Digital Learning Environment into institutional monitoring, quality enhancement planning and review of quality assurance documentation.
- Monitoring the implementation of digital-learning quality assurance arrangements and reporting significant or recurring matters through the appropriate governance structures.

2.14.4 Programme Lead

Reporting to the Director of Academic and Professional Programmes, the Programme Lead is responsible for the academic coordination, management, and development of a single programme, or as a year head in an aspect of a programme. This includes the management and support of learners on that programme.

2.14.4.1 Specific Functional responsibilities:

- Mentoring learners and ensuring they have access to guidance and support on both academic and non-academic matters related to the learner life cycle.
- Allocating appropriate staffing for modules.
- Ensuring the appropriate teaching, learning and assessment strategies are implemented and that modules are taught and assessed in accordance with the Approved Programme Schedule.
- Co-ordinating assessment submission deadlines across a stage to ensure an appropriate learner workload.
- Ensuring timely feedback is delivered to learners.
- Ensuring all examination papers for modules on their programme are written and moderated well in advance of the examination taking place, are in accord with submission timetables and are appropriate to the programme level.
- Linking with and liaising with the Director of Academic and Professional Programmes to ensure the relevant External Examiners receive materials in a timely manner.
- Reporting to the appropriate Programme Board related matters such as learner feedback, learner numbers, attendance and performance indicators.
- Collating all programme-based data into the Annual Programme Monitoring Report to facilitate monitoring and enhancement.
- Ensuring blended learning delivery aligns with approved teaching and assessment strategies and maintains academic standards.
- Supporting consistent implementation of the Moodle Design Standards within the programme and confirming completion of the applicable Moodle pre-delivery checklist.
- Confirming that programme and module information on Moodle remains current and that learners receive accurate information on onsite and synchronous online delivery, participation expectations and relevant technical requirements.

- Approving low-risk or limited use of educational technologies within the programme where the criteria in the Educational Technology Evaluation and Approval Procedure are met.
- Referring wider or higher-impact educational technology proposals to the Digital Education Working Group.
- Contributing programme-level evidence to the annual review of the Digital Learning Environment, including recurring learner or staff issues, Moodle implementation matters, staff development needs and examples of effective practice.

2.14.5 Head of Clinical Services

The Head of Clinical Services oversees the management and development of the clinical services. The Head of Clinical Services is the line manager for all clinical staff and reports to the CEO. The Head of Clinical Services also manages the implementation of Clanwilliam's policies and procedures.

2.14.6 Clinical Coordination Manager

The Clinical Coordination Manager oversees the corporate department of Clanwilliam Institute. The reporting functions include Office Administration, Human Resources and Corporate Services. The Administration Team manages referrals, enquiries and provides administrative support to clinical staff when required.

2.14.7 Programme Administration

The Programme Administration function provides administrative and coordination support across Clanwilliam Institute's programme delivery, governance arrangements and Digital Learning Environment. This includes providing secretarial support to the Academic and Professional Council and Programme Boards, administrative support to programme delivery, and acting as a point of contact for staff and learners on administrative matters.

Day-to-day administration of the Virtual Learning Environment is undertaken within the Programme Administration function. Designated responsibility for VLE administration is assigned by the Director of Academic and Professional Programmes, to whom the Programme Administration function reports in respect of this responsibility. The staff member with designated responsibility for VLE administration is the first point of contact for staff and learners experiencing access or routine administrative difficulties with Moodle, Microsoft Teams or other required digital systems and manages any necessary internal escalation.

The VLE administration function includes:

- Administration of Moodle user accounts, roles and access permissions.
- Enrolment of learners and staff on Moodle.
- Creation and administration of programme, module and other Moodle areas.
- Implementation and maintenance of approved Moodle structures and templates, in accordance with the Moodle Design Standards.
- Routine administration and maintenance of Moodle settings and functionality.
- Provision of first-line Moodle support to staff and learners.

- Liaison with teaching staff and Programme Leads in relation to the operational use of Moodle.
- Escalation of technical, infrastructure or security issues to the IT Function.
- Referral of matters relating to digital pedagogy or the educational use of Moodle to the Digital Education Advisor or Digital Education Working Group.
- Completing the administrative elements of Moodle pre-delivery checks and supporting Programme Leaders in confirming that programme and module areas are ready for learner access.
- Archiving or closing Moodle areas in accordance with applicable data-retention and academic-record requirements.
- Managing previous and legacy Moodle content so that outdated information is not presented to current learners.
- Providing or coordinating learner orientation and practical guidance on Moodle, Microsoft Teams and other required digital systems.
- Recording and escalating significant or recurring access, administration or service issues where required for monitoring and improvement.
- Maintaining the records of the Digital Education Working Group.

Responsibility for programme content, academic standards and pedagogical decisions remains with the relevant academic roles and governance structures. The Director of Academic and Professional Programmes retains oversight of the VLE administration function.

2.14.8 IT Function

The IT role in Clanwilliam Institute is a contractor / advisor role and reports to the CEO in the first instance and the Director of Academic and Professional Programmes in relation to academic IT infrastructure.

The key role of the IT Function is to provide specialist technical advice and support in relation to Clanwilliam Institute's information technology, digital systems and technical infrastructure.

2.14.8.1 Specific Functional responsibilities:

- Liaising with Director of Academic and Professional Programmes to identify and specify the IT and computing requirements for programme delivery.
- Providing and managing sustainable computing facilities accessible to staff and learners.
- Systematically upgrading hardware and software in line with technical developments and advising Clanwilliam Institute on technical requirements and solutions.
- Managing Clanwilliam Institute’s Wi-Fi and associated technical infrastructure.
- Providing technical IT training and support to staff as required.
- Maintaining a comprehensive list of IT and computing resources and ensuring that all software is properly licensed and copyright protocols are respected. Other responsibilities include firewalls, backups and security of data.

- As a key member of the data protection team, advising the CEO / management team to ensure all regulatory requirements are met.
- Providing specialist technical support where issues are escalated through Programme Administration, including technical, infrastructure or security issues relating to MoodleCloud and other digital systems.
- Providing technical input, where required, to the evaluation of proposed technologies, review of third-party digital services and development of service expectations, contingency arrangements or service-level agreements.
- Supporting the investigation and resolution of significant or recurring technical incidents.
- Advising the Chief Executive Officer, Director of Academic and Professional Programmes, and Management Team on material technical, infrastructure, cybersecurity or information-security risks.
- Contributing relevant technical and service information to the annual review of the Digital Learning Environment.

2.14.9 Digital Education Advisor

The Digital Education Advisor is an external contractor/advisor role that provides specialist expertise in digital pedagogy and educational technology and supports the development, implementation and ongoing enhancement of Clanwilliam Institute's Digital Learning Environment. The role is advisory and does not replace Clanwilliam Institute's established academic governance, quality assurance, programme leadership or operational decision-making responsibilities. The Digital Education Advisor works with the Director of Academic and Professional Programmes and participates in the Digital Education Working Group.

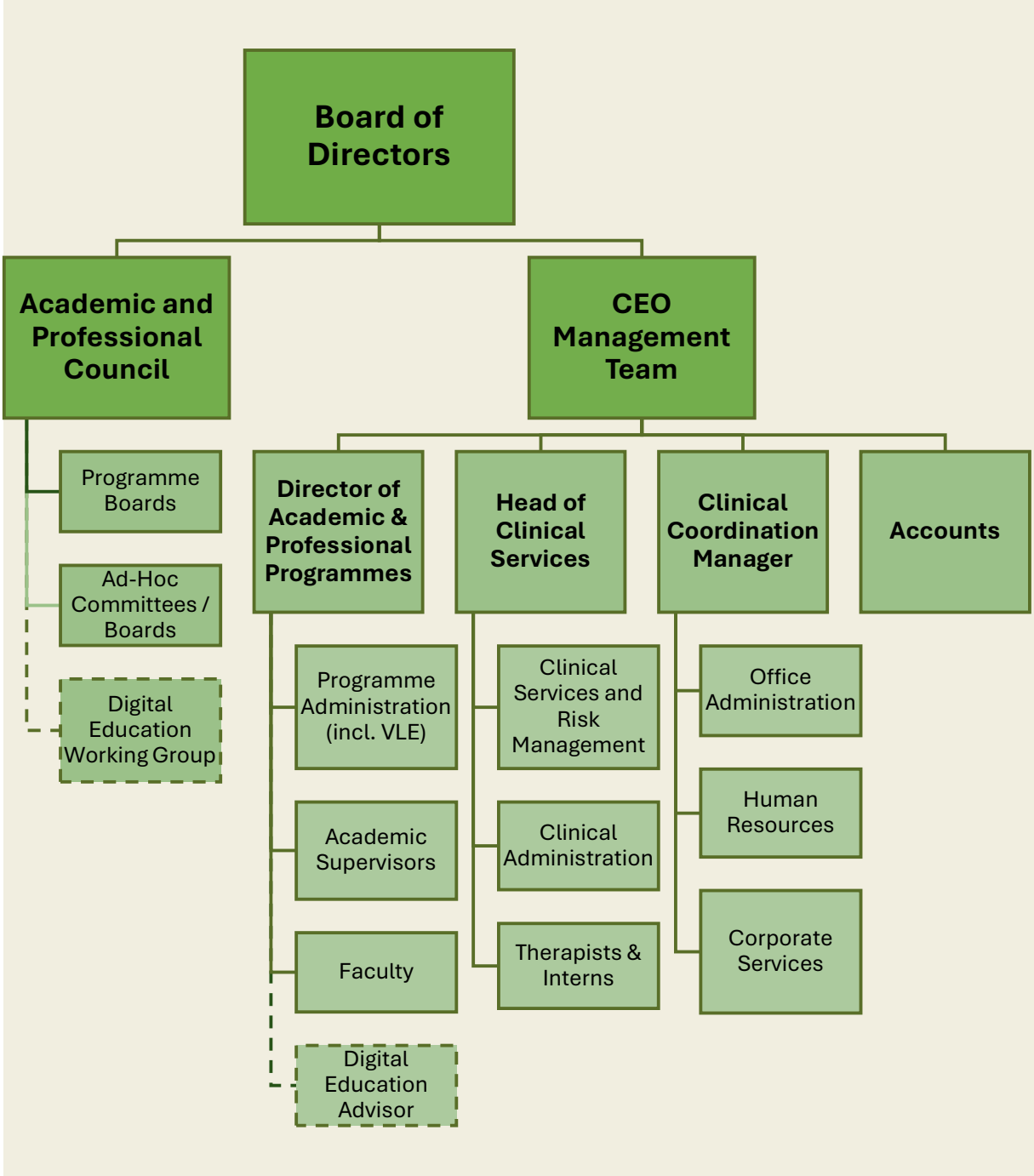
Specific functional responsibilities include, as appropriate:

- Advising on the implementation and review of the Digital Learning Environment Strategy.
- Supporting the development and enhancement of Moodle as Clanwilliam Institute's Virtual Learning Environment, including in relation to the Moodle Design Standards.
- Advising on digital pedagogy and the educational use of technology.
- Contributing to the development and delivery of staff professional development in digital learning.
- Advising on Universal Design for Learning and digital accessibility.
- Supporting the evaluation of existing and proposed educational technologies.
- Providing advice to Programme Leaders and academic staff on the appropriate use of digital technologies.
- Supporting the development and review of the Moodle Design Standards and related digital-learning guidance.
- Identifying relevant external developments, sector practice, resources, networks or institutions that may inform CWI’s approach.

- Supporting the identification of achievable digital-learning enhancement priorities.
- Contributing specialist input to the annual review of the Digital Learning Environment.
- Contributing to review of learner and staff experience of the Digital Learning Environment.
- Providing recommendations to the Digital Education Working Group and other appropriate CWI governance structures.

Recommendations arising from the Digital Education Advisor's work are considered through CWI's established governance and quality assurance arrangements. The Advisor does not independently approve institutional policies, changes to validated programmes, assessment requirements, changes to programme delivery mode or other matters reserved for established governance bodies. The Advisor does not provide general technical IT support unless this has been specifically agreed as part of the engagement. Further detail is set out in a separate document titled the Digital Education Advisor Role Descriptor.

2.15 Organisational Chart



2.15.1 Control Sheet

Policy and Procedure Title	Governance and Management of Quality
Responsible Officer(s)	Chief Executive Officer
Issuance Date	July 2014
Effective Date	July 2014
Last Revision Date	September 2026
Supersedes	Version 2.0, May 2021
Next Revision Date	September 2027
Designated Reviewers	Board of Directors, Management Team, Academic and Professional Council
Scope	All programmes

2.15.2 Revision History

Revision	Approval Date	Revision Description	Originator	Approved by
New Policy	July 2014	First Draft and Implementation of Policy	Training Programmes Advisor	Management Team and Board of Directors
Version 1.1	July 2016	Minor Amendments	Director of Professional and Academic Programmes	Management Team and Board of Directors
Version 2.0	May 2021	Major Revisions and Additions	Director of Professional and Academic Programmes	Academic and Professional Council
Version 3.0	May 2025	Minor updates to reflect responsibilities related to blended (synchronous) delivery.	Director of Professional and Academic Programmes	Academic and Professional Council
Version 4.0	September 2026	Added Programme	Director of	Academic and

Revision	Approval Date	Revision Description	Originator	Approved by
		Administration and Digital Education Advisor entries, named the Digital Education Working Group under Section 2.4, and amended the Academic and Professional Council Chair role to permit Co-Chairs, including presiding and succession arrangements and the casting vote provision. Expanded the responsibilities of Programme Boards, the Management Team and relevant institutional roles to reflect the Digital Learning Environment Strategy 2026–2029, the Digital Learning Implementation and Staff Development Plan 2026–2029 and the associated governance, Moodle, educational technology, service-management and annual-review documentation. Added explicit responsibilities for the Digital Education Working Group and academic staff.	Academic and Professional Programmes	Professional Council

3. Overarching Quality Assurance Policies and Procedures

3.1 Learner Charter

3.1.1 Core Values

The values and principles enshrined in the Clanwilliam mission statement form the guiding principles of the academic ethos of Clanwilliam:

- Excellence
- Accountability
- Transparency
- Ethical Rigour
- Best Practice

3.1.2 Commitments

Clanwilliam Institute is committed to

- Delivering programmes of study that will provide our learners with opportunities for personal, social and professional development.
- Ensuring our programmes are relevant to the current and future economic and social needs of our learners.
- Providing a high-quality teaching and learning environment for our learners.
- Promoting equality of opportunity and the recognition of diversity among our learner groups.

3.1.3 Learner Rights

Learners at Clanwilliam Institute have the right:

- To the provision of up-to-date and accurate information relating to programmes, facilities and services.
- To have applications considered in a fair, efficient, and timely manner.
- To have any special requirements considered by Clanwilliam Institute.
- To receive high-quality educational experiences and support services.
- To study and learn in a respectful environment that is free from bullying, discrimination or harassment.
- To representation on Clanwilliam Institute's Academic and Professional Council.
- To articulate personal views in a reasonable and appropriate manner.
- To fair and just procedures, including appropriate appeals processes, in all matters involving

breaches of the Code of Conduct.

- To open and accessible channels of communication with relevant staff members, and to be duly informed of these channels.
- Attend live online classes via approved platforms. Access technical support for online learning. Receive clear guidelines on online attendance and conduct.
- To have their information processed and recorded confidentially.
- To facilities and services that are routinely updated, serviced and maintained.
- To provide constructive feedback on their experiences of the programmes and services offered by Clanwilliam Institute.

3.1.4 CODE OF CONDUCT

- Clanwilliam Institute recognises that its learners are responsible individuals, capable of making informed decisions about their behaviour.
- It expects that each learner, while engaged in Clanwilliam Institute related activities, will behave in a mature, courteous and honest manner which protects the reputation of Clanwilliam Institute.
- Learners must be honest and truthful in all dealings with Clanwilliam Institute. Fraud, deceit or deception is not tolerated under any circumstance.
- Learners must obey any lawful instruction of Clanwilliam Institute staff.
- Learners must not behave in a manner that may infringe the rights of others.
- Learners must not behave in a manner that may put the safety or welfare of others at risk.
- Learners must respect Clanwilliam Institute property and that of all members of Clanwilliam Institute community, at all times. This is inclusive of intellectual and electronic property.
- Learners must adhere to the academic discipline of the programme, including the requirements of attendance and submission of assessments.
- Learners must ensure that they behave appropriately in their communications on or through social media.
- Learners must attend scheduled live online sessions and engage respectfully, while maintaining suitable tech setup (device, camera, internet). Learners must follow online class etiquette (be punctual, minimise disruption) and inform staff of issues affecting online participation.
- Learners must comply with the Assessment Regulations of Clanwilliam Institute.
- Learners must comply with Health and Safety regulations of Clanwilliam Institute generally and any specific regulations related to their programme.
- Clanwilliam Institute does not accept responsibility for any loss of personal property.

3.2 POLICY FOR LEARNER COMPLAINTS

Quality Assurance Area:	Programmes of Education and Training Governance and Management of Quality Documented Approach to QA
Policy Owner:	Director of Academic and Professional Programmes
Applicable to:	Learners

3.2.1 PURPOSE

This policy recognises the right of the learner to make a complaint, formal or informal, should they feelthat they have been unfairly treated, disadvantaged or otherwise inhibited during their time with Clanwilliam. This policy applies equally to learners participating in QQI-accredited programmes delivered through a combination of onsite and synchronous (live online) teaching. Remote learners have the same access to the complaints process as onsite learners.

3.2.2 SCOPE

This policy applies to all registered learners at Clanwilliam Institute. Additionally, a formerly registered learner who has since graduated or otherwise left Clanwilliam may also avail of this process provided that any such complaint is made within three months of the individual leaving Clanwilliam, and that theacts or omissions being complained of occurred whilst they were a registered learner.

This policy is distinct from Clanwilliam's *Policy for Appeals*. For matters pertaining to the Institute's appeals process, please refer to Policy 3.6 and Procedure 3.7 in the Quality Assurance Manual.

3.2.3 POLICY

Clanwilliam Institute is committed to providing learners with a safe, equitable and high-quality learner experience. Notwithstanding, a learner has the right to make a complaint if they feel that they have been negatively impacted by the action(s) of one or more members of the Clanwilliam community, or by one ofthe Institute's processes.

Learners engaging via synchronous delivery may submit complaints electronically and participate in discussions or hearings remotely, where required. These processes are held to the same standards of fairness and confidentiality.

This policy and its associated procedure are not intended to replace other complaint or dispute resolution mechanisms which exist within the Institute. Where a complaint is made about a service which has such a mechanism, learners will be advised to utilise these before invoking a complaint under this policy.

The complaints process in the Institute comprises up to four-stages:

1. Review
2. Mediation

3. Complaints Board
4. Appeal

3.2.3.1 GROUNDS FOR A COMPLAINT

Without limiting the circumstances which may give rise to a complaint, a learner has valid grounds for making a complaint where other complaint or dispute resolution mechanisms are not applicable, and where the learner feels that they have been adversely affected by one or more of the following:

- Improper, irregular, or negligent conduct by a member of the Institute.
- Failure by an Institute staff member to act fairly.
- Failure by the Institute to make a decision about their learning within a timely manner.
- An action of the Clanwilliam Institute which is in direct violation of the Institute's own policies or procedures.
- An action of the Clanwilliam Institute which constitutes arbitrary, capricious, or unequal application of policies or procedures.
- Failure to provide published information, reasonable access, agreed supports or services as advertised and/or failure to communicate any changes in advance.

3.2.3.2 LEARNER COMPLAINTS BOARD

Where a complaint proceeds to Stage 3, the Director of Academic and Professional Programmes, or an appropriate nominee, shall convene a Learner Complaints Board comprising:

- One senior manager who has not previously been involved in the matter, who will act as Chair
- One academic staff member who has not previously been involved in the matter
- One representative of learner interests, who may be external to the Institute

No member of the Board may have a conflict of interest or prior involvement in the complaint.

3.2.4 POLICY PRINCIPLES

In order to ensure learner complaints are dealt with by the Institute in an equitable, consistent and timely manner, this policy is supported by the following principles:

3.2.4.1 FAIRNESS

The processes used to review and resolve complaints are fair and seen to be fair. Additionally, those involved in resolving complaints and disputes will act fairly at all times and ensure that conclusions are based on a fair hearing of each point of view.

3.2.4.2 CONFIDENTIALITY

The confidentiality of all individuals involved in the complaint will be respected, where possible, at all times, unless the use of the information is required for the safety, welfare or well-being of any person, or is required by law or professional codes of conduct.

3.2.4.3 The Right to Complain

Any learner has the protected right to complain if they feel they have been adversely impacted during the course of their studies at Clanwilliam Institute. There will be no reprisals or disadvantages arising as a result of a complaint made in good faith.

3.2.4.4 Mutual Responsibility

All parties involved in the complaint have a requirement to uphold certain standards. For the Complainant, this involves presenting all relevant information and evidence as and when required. For the Institute, and acting members thereof, complaints should be dealt with sensitively and in accordance with the Institute's established processes.

3.2.4.5 Timeliness

Complaints should be handled in a timely manner.

3.2.4.6 Information

Those involved in resolving a complaint are regularly informed of the progress of the matter.

3.2.5 Responsibility

- The **Complainant** is responsible for providing any and all information and evidence pertinent to the complaint.
- The **Director of Academic and Professional Programmes**, or their respective **Nominee**, is responsible for the management of the informal procedure, including convening any meetings, arranging for any alternative dispute resolution procedures to be implemented and for ensuring that appropriate records are maintained.
- The **Mediator** will be appointed by the Director of Academic and Professional Programmes (but must be approved by all parties in the case) to attempt to resolve a complaint before it is elevated to the *Learner Complaints Board*.
- The **Learner Complaints Board** will be composed of three members none of whom should have a conflict of interest. Where practicable the complaints Board shall include a learner representative from Clanwilliam Institute or a related Training Institute.
- The **Appeals Board** is responsible for conducting a hearing of all parties involved in a formal complaint which has escalated beyond the Learner Complaints Board, and for making a final decision, within Clanwilliam Institute, on the matter.

3.2.6 Related Legislation, Regulation or Guidelines

- Core Statutory Quality Assurance Guidelines 2016 (QQI).
- Code of Practice for Provision of Programmes of Education and Training to International Learners 2015 (QQI).
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015).
- QQI Statutory QA Guidelines for Providers of Blended and Fully Online Learning Programmes (2023)

3.3 PROCEDURE FOR LEARNER COMPLAINTS

All learners have a right to invoke Clanwilliam's Complaints Process in the event they feel they have been unfairly treated, disadvantaged or otherwise inhibited during their time at the Institute. The Complaints Process has two categories: (i) informal and (ii) formal.

3.3.1 INFORMAL PROCESS

1. The *complainant* (the individual making the complaint) should, where possible, make an attempt in good faith to resolve the problem through early informal discussion of the matter with the person concerned. If the complainant has concerns about raising the matter with this person, or if the matter is not resolved following discussion with the person concerned, then they should discuss it further with the Director of Academic and Professional Programmes. Where in-person discussion is not feasible, the informal complaint discussion may take place via video conferencing (e.g., Microsoft Teams), in agreement with both parties. Where the Director of Academic and Professional Programmes is the subject of the complaint, or has an actual or perceived conflict of interest, the complaint shall be referred to the CEO or another impartial member of senior staff, who will appoint an independent appropriate person to manage the matter.
2. The subject of the complaint has **5 working days** to respond to the complaint.
3. Where an acceptable resolution is reached, the complaint can be considered resolved, and the Director of Academic and Professional Programmes will be required to record the outcome and notify the parties of the resolution inwriting. Where the resolution of the informal stage requires action to be taken, then the Director of Academic and Professional Programmes will be responsible for monitoring the action.
4. Where an attempted resolution is unsuccessful, the Director of Academic and Professional Programmes will then be obliged to discuss with the involved parties whether the matter will be elevated to the formal stage.
5. In this case, the complainant may decide to:

   (i) lodge a formal complaint; or

   (ii) take no further action.

3.3.2 FORMAL PROCESS

1. Where the Complainant chooses to lodge a formal complaint, they must do so in writing to the Director of Academic and Professional Programmes, or their respective Nominee. The Complainant must, in this submission, prepare a specific statement of allegations made and remedies sought to address the alleged complaint. Complaints may be submitted by email to trainingadmin@clanwilliam.ie. All digital documentation will be processed in line with the Institute's Data Protection Policy. Where the Director of Academic and Professional Programmes is the subject of the complaint or is perceived to have a conflict of interest in relation to the matter, he or she may nominate another person who will accept receipt of the formal complaint.
2. The Director of Academic and Professional Programmes or their Nominee must acknowledge receipt of the written complaint in writing within **5 working days**.

3. At this point, there are four stages which comprise the formal complaints process. These are:

    1. **Stage 1 – Review**
    2. **Stage 2 – Mediation**
    3. **Stage 3 – Convening of Learners Complaints Board**
    4. **Stage 4 - Appeal**

3.3.2.1 STAGE 1 - REVIEW

The Director of Academic and Professional Programmes or nominee staff member, in consultation with a senior colleague where useful or required, will independently review the complaint to determine:

Whether the complaint is frivolous or vexatious in nature. If this is found to be the case, the Director of Academic and Professional Programmes or Nominee is under no obligation to offer any resolution of the complaint.

- Whether there is sufficient information to make a decision on the standing of the complaint.Where the details provided are deemed insufficient, the complainant will be asked for further information as soon as is practicable.
- Whether the complaint falls within these procedures. Should there be more appropriate procedures for dealing with the matter, the learner will be informed of alternative mechanismsin writing as soon as is practicable.

If the complaint can be properly dealt with using these procedures, the matter then proceeds to *Stage 2*.

The Complainant and other concerned parties should be informed of the outcomes of this stage in writing as soon as is practicable. The Director of Academic and Professional Programmes or Nominee may consult with professional advisors, such as a solicitor, or any senior colleague for advice, to check on precedents or the sharing of good practice.

3.3.2.2 STAGE 2 - MEDIATION

The Director of Academic and Professional Programmes or Nominee will nominate a Mediator that is acceptable to all parties in the complaint.

If, following mediation, an agreement is reached, the Mediator will close the matter.

A brief written report will then be submitted by the Mediator to the Director of Academic and Professional Programmes, which will be treated confidentially. The involved parties will be asked to sign this report to verify that the issue has been resolved.

Failing a satisfactory resolution within **30 days**, the complaint will proceed to Stage 3.

Stage 3 may also be initiated sooner than the 30-day timeframe should any of the involved parties so require.

3.3.2.3 STAGE 3 - CONVENING OF LEARNERS COMPLAINTS BOARD

Where the matter proceeds to Stage 3, the Director of Academic and Professional Programmes, or relevant nominee, will provide the members of the Learner Complaints Board and the relevant parties with the complaint and supporting documentation.

The Learner Complaints Board, established in accordance with Section 3.2, should normally meet **within ten working days** of the commencement of Stage 3. Where appropriate, the meeting may be conducted through an approved secure video-conferencing platform, with appropriate safeguards for privacy, confidentiality and procedural fairness.

The Board will determine by majority decision whether the complaint falls within this policy and whether the complainant has grounds to proceed. This initial consideration will have one of two outcomes:

- Where the Board determines that the complaint does not fall within this policy or that the complainant does not have grounds to proceed, the proceedings will conclude. The complainant will be informed in writing of the decision and the reasons for it.
- Where the Board determines that the complaint falls within this policy and that the complainant has grounds to proceed, the Chair will schedule a hearing before the Learner Complaints Board.

All relevant parties will be notified in writing of the outcome of the initial consideration via the Complaints Committee Report. Where a hearing is scheduled, they will receive reasonable notice and an appropriate opportunity to provide evidence and respond to the matters raised.

3.3.2.4 STAGE 4 - APPEALS

Clanwilliam Institute respects the right of either party involved in the complaint to file an appeal if they are dissatisfied with the outcome of the complaints process. This appeal must be made in writing to the CEO within **ten working days** of receipt of the Complaints Committee Report and must clearly state the grounds for the appeal. Specific information on the Institute's Appeals Process can be found in Procedure for Appeals, in Sections 3.6 and 3.7 of the Quality Assurance Manual.

3.3.3 CONTROL SHEET

Policy and Procedure Title	**Learner Complaints**
Responsible Officer(s)	Director of Academic and Professional Programmes
Issuance Date	July 2014
Effective Date	July 2014
Last Revision Date	September 2026
Supersedes	Version 4.0, 2025
Next Revision Date	September 2027
Designated Reviewers	Board of Directors, Management Team, Academic and Professional Council
Scope	All programmes

3.3.4 REVISION HISTORY

Revision	Approval Date	Revision Description	Originator	Approved by
New Policy	July 2014	First Draft and Implementation of Policy	Training Programmes Advisor	Management Team and Board of Directors
Version 1.1	July 2016	Minor Amendments	Director of Professional and Academic Programmes	Management Team and Board of Directors
Version 2.0	May 2021	Development of Learner Charter and Learner Complaints Policy	Director of Professional and Academic Programmes	Academic and Professional Council
Version 3.0	July 2023	Learner Charter update and Learner Complaints Policy review, no changes	Director of Professional and Academic Programmes	Academic and Professional Council

Revision	Approval Date	Revision Description	Originator	Approved by
Version 4.0	May 2025	Policy and procedure updated to integrate digital access provisions for learners engaging via synchronous (live online) delivery. Revisions include language confirming remote complaint submission, virtual meetings, and equal process rights across delivery modes.	Director of Professional and Academic Programmes	Academic and Professional Council
Version 5.0	September 2026	Policy and procedure revised to clarify the grounds for complaints, distinguish service-support issues from formal complaints, strengthen conflict-of-interest arrangements, and clarify the composition and operation of the Learner Complaints Board.	Director of Professional and Academic Programmes	Academic and Professional Council

3.4 POLICY FOR DEALING WITH DISCIPLINARY BREACHES

Quality Assurance Area:	Programmes of Education and Training Governance and Management of Quality Documented Approach to QA
Policy Owner:	Director of Academic and Professional Programmes
Applicable to:	Learners

3.4.1 PURPOSE

This policy establishes the framework for the investigation of alleged misconduct and disciplinary breaches and ensures that any learner against whom an allegation of misconduct is made is given due process.

3.4.2 SCOPE

This policy and its associated procedure are applicable to all learners currently enrolled at Clanwilliam Institute. This policy applies equally to conduct arising onsite or through Clanwilliam Institute's approved digital learning environments, systems and synchronous online teaching platforms.

3.4.3 POLICY

The policy and processes herein have been established to investigate and resolve alleged misconduct and breaches of discipline by learners of the Institute, concerning conduct directly and demonstrably related to the individual's status as a learner of the Institute. Allegations may be raised by:

- other learners
- staff
- persons outside the Institute affected by the actions of learners.

All allegations are referred to the Director of Academic and Professional Programmes. The Director of Academic and Professional Programmes (or their respective Nominee), in consultation with a professional advisor or senior colleague as deemed useful or necessary (and with due regard to confidentiality requirements), shall then take the following actions:

- Ensure that receipt and processing of the allegation is recorded and filed appropriately.
- Ensure that, where relevant, there is an appropriate record of prior meetings with the learner.
- Decide whether informal or formal procedures should be invoked in the first instance.
- Decide whether immediate action needs to be taken prior to the institution of disciplinary proceedings. This may be necessary where there are allegations of a criminal nature and/or risks to the health or welfare of an individual.

3.4.4 MISCONDUCT, AND FORMS THEREOF

The general definition of 'misconduct' under these disciplinary procedures is *improper interference with the functioning or activities of the Institute, or those who work at or attend the Institute; or any action which otherwise damages the Institute*.

All learners are expected to read and respect the Learner Code of Conduct set out in the Learner Charter, which outlines the standards of discipline expected of them.

Misconduct may occur onsite or through the Institute's approved digital learning environments, systems or synchronous online teaching platforms. The setting or delivery mode does not, in itself, determine the seriousness of the alleged misconduct. Conduct will be classified as a minor infringement, major infringement or gross misconduct according to its nature, seriousness, impact and recurrence.

Where allegations arise, the Institute recognises that there is a distinction between the different forms of misconduct based on the severity of the transgression, namely:

1. **Minor Infringement**

   This includes, but is not limited to:

   - Excessive noisemaking
   - Littering
   - Disorderly Conduct
   - Minor damage to, or misuse of, Institute property.

2. **Major Infringement**

   This includes, but is not limited to:

   - Repeated minor infringements or offences.
   - Breaches of client confidentiality
   - Social media infringement
   - Obstruction of, or improper interference with, the functions, duties or activities of any learner, member of staff or client of the Institute or any authorized visitor to the Institute.
   - Failure to comply with, or disregard of, any reasonable instruction from a member of staff or health and safety official.
   - Dangerous or negligent behaviour. In particular, any act which may violate the Institute's health and safety regulations.
   - Significant damage to, or misuse of, Institute property, or any property of a member of the Institute.
   - Breaches of academic or exam regulations, e.g. plagiarism, cheating, etc.

3. **Gross Misconduct**

   This includes, but is not limited to:

   - Assault, abuse, or any act (verbal, physical, sexual) which is violent or torturous in nature.

- Any act which may threaten the safety, security or welfare of others.
- Bullying or harassment of any kind, including sexual or racial harassment of a learner, member of staff or client of the Institute, or any authorised visitor to the Institute. This includes acts committed by electronic or other remote means.
- Indecent, threatening or offensive behaviour or language whilst on Institute premises or engaged in any Institute activity. This includes acts committed via electronic or other remote means.
- Serious misconduct committed in online environments, including live classes on Microsoft Teams, shall be treated as disciplinary breaches under this policy. Forms of online misconduct may include:
    - Highly disruptive or rude behaviour in virtual classrooms.
    - Use of inappropriate language or gestures in video or chat.
    - Sharing offensive content via screen share or file upload.
    - Attending class under false identity.
    - Misuse of institutional accounts or digital tools.
    - Unauthorised recording or sharing of teaching sessions, personal information, or confidential material shared in an online/digital space.
- Deliberate and extensive damage to Institute property, or any property of a member of the Institute.
- Deliberate interference or tampering with health and safety or fire equipment.
- Fraud, deceit or deception in dealings with the Institute, or failure to disclose information about a criminal record or decision of a Professional Complaints Body.
- Theft of Institute property, or any property of a member of the Institute.
- Misappropriation of the Institute's actual, intellectual, or electronic property.
- Any act that is deliberately slanderous or libellous in nature, and which may bring the Institute's name and standing into disrepute.
- Possession or misuse of illegal substances, which constitutes an offence of law.

3.4.5 Informal Processes

It is the responsibility of the Director of Academic and Professional Programmes (or their Nominee) to determine whether an allegation constitutes a *minor infringement, major infringement,* or an act of *gross misconduct*. *Minor infringements* can, in most cases, be dealt with via an informal process. Where *major infringement* or *gross misconduct* is believed to have occurred, a formal process may be required, at which point a Disciplinary Board will be convened.

Disciplinary hearings may be conducted remotely, using secure video conferencing platforms, where appropriate and with the agreement of the parties involved. This may apply regardless of whether the alleged misconduct occurred onsite or during synchronous online activity.

3.4.6 Disciplinary Board

Where a formal disciplinary process is deemed necessary by the Director of Academic and Professional Programmes or their Nominee, a Disciplinary Board shall be convened, composed of:

1. One senior manager (not the Director of Academic and Professional Programmes)
2. One academic staff member of the Institute
3. One representative of learner interests, who may be external to the Institute.

3.4.7 Criminal Offences

Where it is believed or evident that a learner may have committed a criminal offence, the matter may be referred to the appropriate authorities or statutory agencies.

3.4.8 Third Party Notification

The Institute reserves the right to inform relevant bodies such as An Garda Siochana,

TUSLA, the HSE or the Learner's employer, where such an action is deemed necessary or appropriate.

3.4.9 Suspension or Exclusion

The Institute reserves the right to suspend a learner at any stage during the course of the disciplinary process, where such an action is deemed necessary or appropriate.

3.4.10 Principles underpinning Policy

At all times, the Institute strives to ensure that standards of procedural fairness are met and seen to be met. This includes the following stipulations:

- the learner must be given notice of the complaint and the process to be used
- the learner must be given the opportunity to be heard
- the decision-makers must act impartially, honestly and without bias at all times.

To this end, the following principles apply:

3.4.10.1 Due Process

Regulations and standards at the Institute are managed in a sensitive and constructive manner, with due regard to the Institute's equal opportunities policy, and are intended:

- to ensure the safety and well-being of all clients, learners, staff and authorized visitors to the Institute
- to enable the Institute to operate effectively and lawfully
- to ensure fair and consistent treatment of all learners.

3.4.10.2 Confidentiality

All matters relating to the application of the disciplinary procedure will be confidential to those involved in the process, subject to Data Protection regulations. The operation of this policy will be monitored and reviewed to enable Clanwilliam Institute to continually improve its processes, while respecting the confidentiality of individuals.

3.4.10.3 The Right to Be Heard

The nature of the breach of discipline must be made known and the learner given the opportunity to state his/her case prior to any decision being made, other than in situations where the health or welfare of any person may be at risk, or as required by law or professional ethics.

3.4.10.4 Representation

A learner who has been called to a disciplinary hearing may, in the first instance, seek guidance and advice as appropriate.

3.4.10.5 Timeliness

Every effort will be made to deal with alleged breaches of discipline in the shortest possible time scale. This, however, will vary according to the time required to investigate a specific case. Time limits are set out in the procedure to reinforce the need to deal with disciplinary issues as quickly as possible. They must be followed unless varied by mutual consent.

3.4.10.6 Support

A learner may bring a friend, family member or representative with them to any hearings during the disciplinary process.

3.4.11 Responsibility

- **The Director of Academic and Professional Programmes** is the primary point of contact for allegations of misconduct. They are responsible for the handling and processing of information and evidence, consulting with professional advisors or senior colleagues, and for convening the Disciplinary Board.
- **The Complainant** is responsible for providing any and all relevant information and evidence pertinent to the allegation.
- The **Subject of the Allegation** is responsible for cooperating with all necessary individuals and bodies involved in the allegation, with the aim of resolving the issue.
- The **Disciplinary Board** is responsible for determining whether or not an act of *major infringement* or *gross misconduct* has been committed, and for deciding on a course of action in such cases where it has.

3.4.12 Related Legislation, Regulation or Guidelines

- Core Statutory Quality Assurance Guidelines 2016 (QQI).

- Code of Practice for Provision of Programmes of Education and Training to International Learners 2015 (QQI).
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015)
- QQI Statutory QA Guidelines for Providers of Blended and Fully Online Learning Programmes (2023)

3.5 Procedure for Dealing with Disciplinary Breaches

3.5.1 Procedure

Allegations of misconduct, along with any relevant evidence, should be reported to the Director of Academic and Professional Programmes at the earliest possible opportunity. It is the duty of the Director of Academic and Professional Programmes to assess the allegation in a manner that is free from bias or influence. If the Director of Academic and Professional Programmes is unable to be impartial in the matter, they shall be obliged to refer the case to another independent, senior member of staff.

Where an allegation of misconduct is reported to the Director of Academic and Professional Programmes (or Nominated Member of Staff), who then, upon investigation of the transgression, and evaluation of the available information and evidence, determines that the breach of discipline constitutes a *minor infringement*, they may then choose to initiate an *informal disciplinary process.*

Where an allegation is, upon investigation, considered to constitute a *major infringement* or an act of *gross misconduct*, the matter shall be referred by the Director of Academic and Professional Programmes (or Nominee) to the Disciplinary Board. It is at this point that a *formal disciplinary process* is initiated.

Meetings, interviews and hearings conducted under this procedure may take place onsite or through an approved secure video-conferencing platform. The same requirements concerning notice, representation, confidentiality, evidence and procedural fairness apply irrespective of the format used.

3.5.2 Informal Process

1. The Director of Academic and Professional Programmes or nominee will inform the learner of the nature of the alleged misconduct with which they are charged and, having given reasonable notice, permit the learner an opportunity to be heard.
2. A learner attending for an interview may be accompanied by a friend who may be a fellow learner of the Institute, or a member of staff. They may also nominate someone to speak on their behalf. In all cases, the Director of Academic and Professional Programmes (of Nominee) must be notified in advance.
3. Where the Director of Academic and Professional Programmes or Nominee, in consultation with a senior colleague or professional advisor where useful or required, concludes that a *minor infringement* has occurred, they may:
    - Resolve that no action be taken.
    - Issue a written warning to the learner indicating the consequences of future misconduct, to be entered into the learner's file. This letter may be removed from the learner's file after the completion of the learners' programme, at the discretion of the Director of Academic and Professional Programmes, provided there are no further instances of misconduct.
    - Require that the learner undertakes a course of action, including:
        - Any action that may be recommended following an Assessment by a Health Professional.
        - Recompense or apologise for any offence or harm caused.

- Training and/or supervision to be undertaken by the learner, with the Director of Academic and Professional Programmes to be informed of its satisfactory conclusion.

- Recommend ways in which the actions of those involved should change in response to the issues raised.
- Suggest a mediation/restorative process be undertaken. This option will require the consent of all parties, including the Director of Academic and Professional Programmes. Feedback on the outcome will be reported to the Director of Academic and Professional Programmes.
- Caution the learner and enter a note of the infringement and the caution in the learner's file.

3.5.3 FORMAL PROCESS

The Director of Academic and Professional Programmes (or Nominee) will, in consultation with a senior manager or professional advisor where useful or required:

1. Inform the learner (against whom the allegation has been made) in writing of the nature of the alleged misconduct, and of the initiation of formal disciplinary proceedings.
2. Convene a **Disciplinary Board** to conduct a review as soon as is practicable after the decision to invoke formal procedures has been made.
3. The Disciplinary Board will request the Director of Academic and Professional Programmes or Nominee to supply a written summary outlining the facts of the case, a copy of which will be sent to the learner with an invitation to comment.
4. The Disciplinary Board shall conduct a hearing as soon as practicable after the receipt of the request for a review. The learner concerned may, at this point, present their case. A learner attending the hearing may be accompanied by a friend who may be a fellow learner of the Institute, or a member of staff. They may also nominate someone to speak on their behalf. In all cases, the Director of Academic and Professional Programmes (of Nominee) must be notified in advance.
5. The Disciplinary Board will interview the learner, along with any other relevant persons. The Board may also determine whether or not more information is needed.
6. With due consideration of the evidence, The Disciplinary Board will determine whether an act of major or gross misconduct has been committed.
7. Where the Board concludes that an act of major or gross misconduct has been committed, one or more of the following courses of action shall be taken:
    - Issue a written warning to the learner indicating the consequences of future misconduct, to be entered into the learner's file removable after the completion of the learners' programme, at the discretion of the Director of Academic and Professional Programmes, provided there are no further instances of misconduct.
    - Require the learner to follow an appropriate course of action which may include requirements regarding self-care such as medical or therapeutic intervention and/or making recompense or apology for any offence or harm caused, or any damage done, to the Institute's relations with its members or the outside community.

- Restrict access to any Institute premises, digital systems, platforms or services where this is proportionate to the misconduct and necessary to protect the welfare of others or the integrity of Institute activities.
- Suspend or exclude the learner with immediate effect from Institute premises and/or services.
- Resolve that no action be taken.

8. The decision to impose a penalty should include a recommendation as to whether the penalty should be reviewed after a specified amount of time and following a specific course of action by the learner.
9. Where the decision requires the suspension, expulsion or exclusion of the learner, the decision will be referred to the Director of Academic and Professional Programmes for confirmation. The Director of Academic and Professional Programmes may delegate this power to a member of the Senior Management Team not concerned with the case.
10. The Director of Academic and Professional Programmes, or Nominee, may confirm the recommendation that the learner's registration be terminated or interrupted, or may take one or more of the following courses of action:
    - Rule that the complaint made against the learner should not be the subject of further action under this Code (but such a ruling shall not preclude disciplinary action short of suspension, expulsion or exclusion of the learner if deemed appropriate).
    - Issue a written warning to the learner indicating the consequences of future misconduct, to be entered into the learner's file.
    - Withhold the award of a Degree or Certificate until such conditions as the Director of Academic and Professional Programmes might specify are fulfilled.
11. Suspend the learner from the Institute pending an appeal by the learner.
12. Within **five working days** of completion of disciplinary proceedings, the learner will be sent a notice in writing stating the outcome of the investigation, the reasons for that outcome, a summary of the alleged facts on which the disciplinary action is based, and any penalty imposed. The notice will include a clear statement of the learner's right to seek a review of the decision, and the information necessary to do so. This notice will be included in the learners' file.
13. A learner who is the subject of a complaint of misconduct, and against whom a criminal charge is pending or who is the subject of police investigation, may be suspended or excluded by the Director of Academic and Professional Programmes pending the disciplinary hearing or the trial. The Director of Academic and Professional Programmes or Nominee may consult with professional advisors or senior colleagues where useful or required.

3.5.4 APPEALS

A learner may appeal a decision or ruling of the Disciplinary Board within **ten working days** of the formal confirmation of the decision by the Director of Academic and Professional Programmes. The learner may request an appeal in writing to the Chief Executive Officer.

Where an appeal is requested, the Institute's Policy and Procedure for Appeals (Sections 3.6 & 3.7 of the Quality Assurance Manual) will be invoked.

3.5.5 RECORDS

Records of the aforementioned procedures, together with supporting documentation, will be placed in the learner's personal files and held in confidence for a minimum of three years, or for the duration of the learner's enrolment plus one year, whichever is longer. This includes documentation submitted or recorded as part of remote (synchronous) disciplinary processes, which will be managed under the same confidentiality and retention policies. In cases of gross misconduct, longer retention periods may apply in line with the Institute's Data Protection Policy.

At the end of the specified time period, if there have been no further disciplinary problems, the warning will cease to be "live". The learner will receive a letter from the Director of Academic and Professional Programmes confirming that the record will be removed from the learner's file and will be disregarded when considering future disciplinary penalties. A copy of this letter and the related documentation will be held in the strictest confidence by the Institute. Access to such documentation will be controlled by the Director of Academic and Professional Programmes or CEO.

In exceptional cases, misconduct may be considered so serious that the matter cannot be disregarded for future disciplinary purposes. In such cases, the letter to the learner will state this. Such a warning would not be disregarded after a specified period.

3.5.6 CONTROL SHEET

Policy and Procedure Title	**Dealing with Disciplinary Breaches**
Responsible Officer(s)	Director of Academic and Professional Programmes
Issuance Date	July 2014
Effective Date	July 2014
Last Revision Date	September 2026
Supersedes	Version 4.0, 2025
Next Revision Date	September 2027
Designated Reviewers	Board of Directors, Management Team, Academic and Professional Council
Scope	All programmes

3.5.7 REVISION HISTORY

Revision	Approval Date	Revision Description	Originator	Approved by
New Policy	July 2014	First Draft and Implementation of Policy	Training Programmes Advisor	Management Team and Board of Directors
Version 1.1	July 2016	Minor Amendments	Director of Professional and Academic Programmes	Management Team and Board of Directors
Version 2.0	May 2021	Major Revisions and Development of Policy and Procedure	Director of Professional and Academic Programmes	Academic and Professional Council
Version 3.0	July 2023	Policy and Procedure Review	Director of Professional and Academic Programmes	Academic and Professional Council

Revision	Approval Date	Revision Description	Originator	Approved by
Version 4.0	May 2025	Policy and procedure updated to integrate provisions for synchronous (live online) delivery	Director of Professional and Academic Programmes	Academic and Professional Council
Version 5.0	September 2026	Policy and procedure revised to apply consistently across onsite and digital environments, clarify the classification of online misconduct, and provide for remote disciplinary processes and proportionate restrictions on digital access.	Director of Professional and Academic Programmes	Academic and Professional Council

3.6 POLICY FOR APPEALS

Quality Assurance Area:	Programmes of Education and Training Governance and Management of Quality Documented Approach to QA
Policy Owner:	Director of Academic and Professional Programmes
Applicable to:	Learners

This policy acknowledges the right of a learner to make an appeal in the event they feel they have been underserved or affected by a decision or finding of Clanwilliam Institute.

Furthermore, this policy establishes the context, grounds for and potential outcomes of appeals made by learners against the Institute.

3.6.1 SCOPE

This Policy applies to any learner wishing to appeal a decision or finding made by Clanwilliam Institute pertaining to any of the following areas:

- Non-admission to a programme of study
- The outcome of a Complaints Process
- The outcome of a Disciplinary Process
- The decision of an Academic Misconduct Committee

Where an appeal is requested in respect of a matter which is primarily or entirely governed by external forces (e.g. specific legislation), Clanwilliam's processes and documentation in reviewing such an appeal will necessarily reflect this.

3.6.2 POLICY

Clanwilliam Institute respects the rights of learners to appeal a decision, finding or outcome where grounds exist to do so, and on condition that such an appeal does not fall within a category of exclusion, as detailed below.

3.6.3 GROUNDS FOR AN APPEAL

Grounds for appeal that are considered valid are where:

- Bias or influence played a clear role in the decision-making process.
- There is evidence to indicate that the appellant was affected or disadvantaged by an internal error.
- There is strong reason to believe, or evidence to indicate, that due process was not followed in accordance with the Institute's established procedures.
- Significant extenuating circumstances were present at the time the decision was made, but which were unknown to members of the decision-making body.

3.6.4 EXCLUSIONS

However, grounds for appeal are considered invalid where:

- The appeal is based on personal dissatisfaction or disappointment with a decision.
- The appeal is a means for the appellant to complain about individuals or the Institute's processes. Clanwilliam has a separate Policy and Procedure for Complaints which may be referred to in this instance.
- The issue may overlap or conflict with other processes. In this case, the CEO shall decide if the issue may be better served by one or more other processes, or whether another process needs to be instigated as a means to resolve the matter.
- The issue in question was previously addressed and the matter resolved.

3.6.5 RELATED LEGISLATION, REGULATION OR GUIDELINES

- Core Statutory Quality Assurance Guidelines 2016 (QQI).
- Code of Practice for Provision of Programmes of Education and Training to International Learners 2015 (QQI).
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015).
- QQI Statutory QA Guidelines for Providers of Blended and Fully Online Learning Programmes (2023)

3.7 PROCEDURE FOR APPEALS

3.7.1 PROCEDURE

All learners have a right to invoke Clanwilliam's *Appeals Process* in the event they feel they have been underserved or negatively impacted by a decision or finding of the Institute. The *Appeals Process* comprises two stages - informal and formal.

3.7.2 INFORMAL PROCESS

Where a learner is dissatisfied with a decision or outcome, they should, in the first instance, discuss the decision and options with the Director of Academic and Professional Programmes in order to ascertain and fully understand the reason(s) for the decision. If the learner is still dissatisfied, they may choose to move forward with a formal appeal, where grounds exist to do so.

3.7.3 FORMAL PROCESS

1. The Appellant must submit a written application to the CEO for an appeal within **ten working days** of the decision being appealed. The application must also include any and all evidence relevant to the matter which supports the Appellant's case.
2. Appeals may be submitted electronically. Appellants participating in QQI-accredited programmes via synchronous (live online) delivery may attend appeal hearings remotely. All communications and deadlines apply equally across delivery modes.
3. The CEO assesses the grounds for the appeal and ensures it does not fall under a category of exclusion.
4. If the CEO deems the appeal invalid, the process ceases and the Appellant is notified.
5. If the CEO deems the appeal valid, the Appellant is notified and the Appeals Board is convened no later than **twenty working days** after notification to the Appellant.
6. The Appeals Board meets to review and consider the information and evidence submitted by the Appellant. Where the Appellant requests to make a presentation to the Appeals Board, a decision is made by the Chairperson in respect of this. If the Appellant attendance is allowed, they may also be accompanied by a friend, family member or other third party.
7. If deemed necessary or appropriate, the Appeals Board may invite any individual with information or evidence pertinent to the appeal, to make a presentation to the Board.
8. If the Appeals Board concludes that the decision-making process of the Institute was not reasonable or otherwise affected, the CEO will be advised by the Chairperson to make arrangements for appropriate redress for the learner.
9. If the Appeals Board concludes that the decision-making process of the Institute was reasonable, this represents the final decision of the Institute and the completion of the internal procedures.
10. The decision of the Appeals Board will be notified to the Director of Academic and Professional Programmes in writing within **ten working days** of the meeting. The Director of Academic and Professional Programmes will arrange for the outcome to be communicated to the Appellant as soon as possible.

3.7.4 CONTROL SHEET

Policy and Procedure Title	Appeals
Responsible Officer(s)	Director of Academic and Professional Programmes
Issuance Date	July 2014
Effective Date	July 2014
Last Revision Date	September 2026
Supersedes	Version 4.0, 2025
Next Revision Date	September 2027
Designated Reviewers	Board of Directors, Management Team, Academic and Professional Council
Scope	All programmes

3.7.5 REVISION HISTORY

Revision	Approval Date	Revision Description	Originator	Approved by
New Policy	July 2014	First Draft and Implementation of Policy	Training Programmes Advisor	Management Team and Board of Directors
Version 1.1	July 2016	Minor Amendments	Director of Professional and Academic Programmes	Management Team and Board of Directors
Version 2.0	May 2021	Major Revisions of Policy and Procedure	Director of Professional and Academic Programmes	Academic and Professional Council
Version 3.0	July 2023	Policy and Procedure Review	Director of Professional and Academic Programmes	Academic and Professional Council

Revision	Approval Date	Revision Description	Originator	Approved by
Version 4.0	May 2025	Clarified remote access provisions for learners engaging via synchronous delivery. Updates include confirmation of digital submission of appeals, remote attendance at hearings, and procedural parity across delivery modes.	Director of Professional and Academic Programmes	Academic and Professional Council
Version 5.0	September 2026	Policy and procedure reviewed for alignment with blended delivery and digital access arrangements. Minor editorial amendments made, with no substantive changes.	Director of Professional and Academic Programmes	Academic and Professional Council

4. PROGRAMME DEVELOPMENT

4.1 POLICY FOR PROGRAMME DEVELOPMENT

Quality Assurance Area:	Programmes of Education and Training
Policy Owner:	Director of Academic and Professional Programmes
Applicable to:	Staff

4.1.1 PURPOSE

This policy establishes how new programmes and substantial modifications to existing programmes are proposed, developed, considered and approved at Clanwilliam Institute (CWI). It requires programme proposals to meet applicable academic and professional standards, QQI requirements and CWI's approved scope of provision. It also requires the educational, staffing, technological and learner support arrangements needed for delivery to be considered during development.

Programme development takes place through iterative stages of feasibility assessment, detailed design, internal review and approval, and, where applicable, submission for external validation. Internal and external feedback informs the proposal at appropriate stages.

4.1.2 SCOPE

This policy applies to all new programmes and substantial modifications to existing programmes developed by CWI. It applies to programmes proposed for onsite or blended delivery and to programmes requiring QQI validation or approval by a relevant professional body.

Changes to programmes that have already been validated are also subject to Sections 4.3 and 4.4 of this Manual.

4.1.3 POLICY

All new programmes and substantial modifications to existing programmes must be developed in accordance with CWI's approved scope of provision and all applicable QQI policies, validation criteria and statutory quality assurance guidelines. For programmes incorporating blended delivery, this expressly includes QQI's Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Programmes (2023). Compliance must be demonstrated through the programme design, supporting documentation and internal approval process.

Programme proposals must:

- Align with CWI's mission, strategic direction and educational philosophy
- Meet applicable QQI award standards, validation criteria and National Framework of Qualifications requirements
- Meet applicable professional body requirements
- Specify appropriate access, transfer and progression arrangements

- Identify the intended learner profile and the educational and professional purpose of the programme
- Establish coherent intended learning outcomes, curriculum content, teaching and learning activities, and assessment
- Demonstrate how learners can achieve and demonstrate all intended learning outcomes
- Identify the staff, learning resources, facilities, technologies, learner supports and other resources required for delivery
- Consider accessibility, inclusion and the varied needs and circumstances of learners

4.1.3.1 DELIVERY MODE AND EDUCATIONAL RATIONALE

The Programme Development Committee must specify the proposed mode of delivery for each module and document why it is appropriate to the learner profile, award type, NFQ level, credit, duration, intended learning outcomes and nature of the learning activities. The programme documentation must show how learning outcomes align with the proposed teaching, learning and assessment activities.

CWI's current approved blended model combines onsite teaching with scheduled synchronous online teaching where this is educationally appropriate and specified in the approved programme documentation. The choice between onsite and synchronous online activity must take account of the level of relational, experiential, clinical or personal engagement required. Moodle and other digital resources may support preparation, consolidation, communication and self-directed study outside scheduled contact time. Their availability does not, of itself, constitute asynchronous programme delivery. Asynchronous or self-paced programme delivery is outside CWI's current approved scope of QQI provision.

4.1.3.2 DIGITAL LEARNING ARRANGEMENTS

Programme development will be guided by CWI's Digital Learning Environment Strategy 2026–2029. The Programme Development Committee must identify the digital resources, accessible learning materials, assessment and academic integrity arrangements, learner information, technical requirements and support needed for the proposed delivery mode. Staff development needs identified during programme development will inform the Digital Learning Implementation and Staff Development Plan 2026–2029.

The Digital Pedagogy Guidance for Academic Staff and Synchronous Online Teaching Guide will inform the design of relevant learning activities. Programme and module Moodle areas will be planned with reference to the Moodle Design Standards, supported by the Moodle Best Practice Guide for Academic Staff. Once the Standards are approved, the applicable requirements and pre-delivery checklist will be applied in accordance with the Moodle Management and Maintenance Procedure. Proposed educational technologies requiring evaluation will follow the Educational Technology Evaluation and Approval Procedure.

4.1.3.3 APPROVAL AND VALIDATION

CWI separates academic decisions from commercial and organisational decisions. The Academic and Professional Council is responsible for academic consideration and approval of programme proposals. The Management Team and Board of Directors consider the business case, strategic fit, resources and other organisational implications at the stages set out in the associated procedure. A completed proposal is submitted to QQI for validation only following the required internal approvals.

Programme delivery may commence only after the necessary external validation or approval has been

obtained and the Board of Directors has decided, on the advice of the Academic and Professional Council, whether and when the programme will commence.

Validated programmes are subject to ongoing monitoring and periodic review under Sections 4.3 and 4.4 of this Manual.

4.1.4 RESPONSIBILITIES

Board of Directors

The Board of Directors is responsible for:

- Considering the financial, legal, strategic and organisational implications of a proposed programme following endorsement of the outline proposal by the Management Team
- Deciding whether the completed proposal may be submitted to QQI for validation, following academic approval and a recommendation from the Academic and Professional Council
- Following validation, deciding whether and when the programme will commence, on the advice of the Academic and Professional Council

Management Team

The Management Team reviews the rationale, business case, resource implications and risks presented at the Outline Programme Feasibility stage. It decides whether to endorse the outline proposal for further consideration and informs the Board of Directors of its decision.

Academic and Professional Council

The Academic and Professional Council is responsible for academic oversight of programme development. Following approval in principle to proceed, it appoints a Programme Development Committee, monitors its work, considers the completed programme documentation and decides whether to approve the academic proposal. Where approved, it makes a recommendation to the Board of Directors concerning submission for validation. Following validation, it considers the response to any conditions or recommendations and advises the Board on commencement.

Director of Academic and Professional Programmes

The Director of Academic and Professional Programmes coordinates the programme development process, supports preparation of programme documentation and is responsible for communications with QQI under this policy and its associated procedure.

Programme Development Committee

The Programme Development Committee develops the programme proposal and supporting validation documentation. It is responsible for documenting the educational rationale, intended learning outcomes, curriculum, teaching and assessment alignment, delivery arrangements, accessibility, staff and learner support requirements, and resource implications. For proposed blended delivery, it must demonstrate how the design meets the applicable 2023 QQI guidelines and CWI's approved scope of provision.

The Committee may seek specialist advice from the Digital Education Advisor and, where relevant, the Digital Education Working Group. These advisory roles do not replace the approval responsibilities of the Academic and Professional Council or Board of Directors.

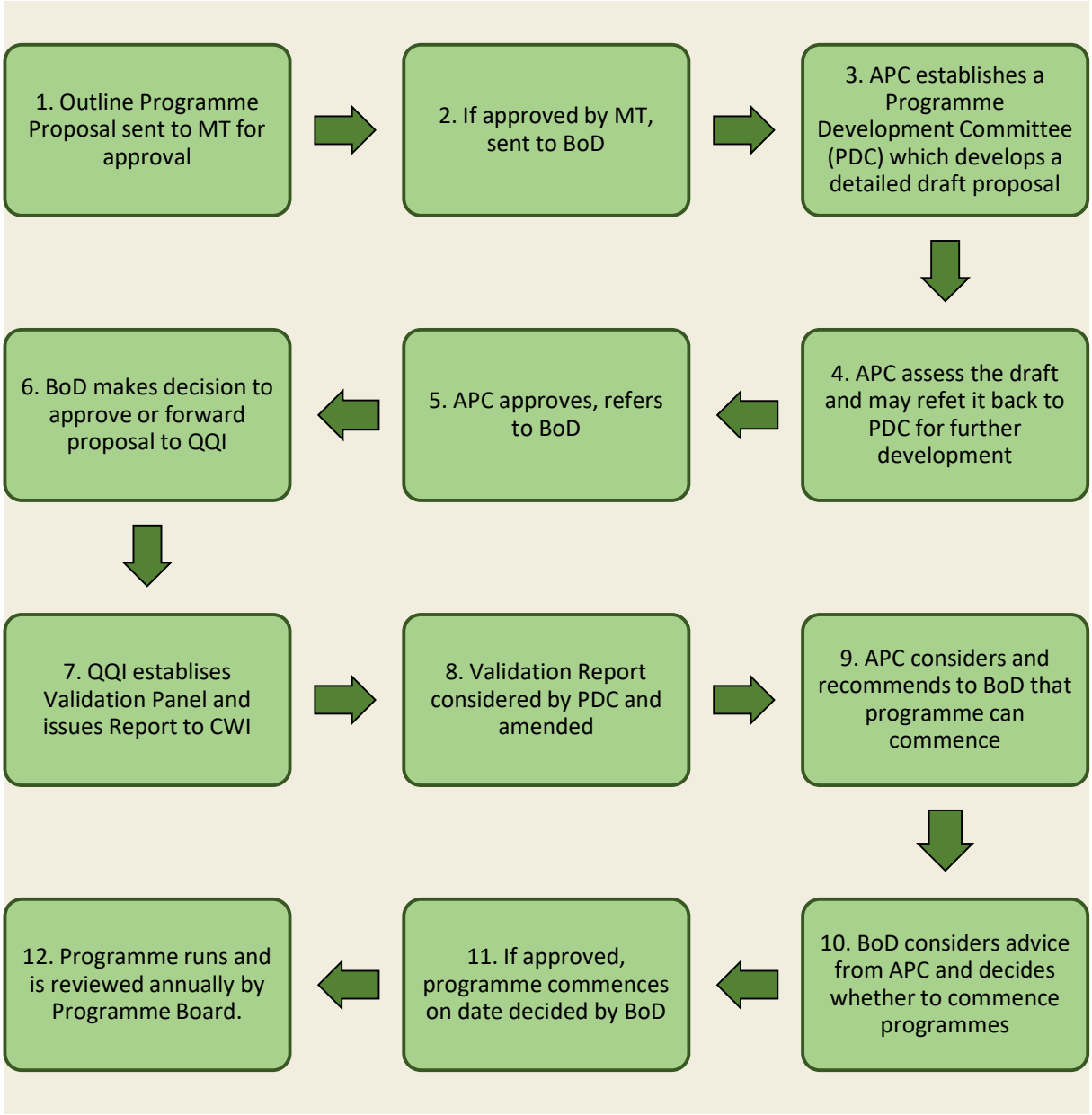
Programme Leaders

Where a proposal proceeds to delivery, the relevant Programme Leader supports the preparation of programme and module Moodle areas and confirms completion of the applicable pre-delivery review under the Moodle Design Standards and Moodle Management and Maintenance Procedure.

4.1.5 Related Legislation, Regulation or Guidelines

- QQI Core Statutory Quality Assurance Guidelines (2016)
- QQI Sector Specific Statutory Quality Assurance Guidelines for Independent/Private Providers (2016)
- QQI Statutory Quality QA for Providers of Blended and Fully Online Programmes (2023)
- QQI Policies and Criteria for the Validation of Programmes of Education and Training
- QQI policies and criteria relating to awards standards, assessment, and access, transfer and progression, as applicable
- Relevant NFQ award standards and professional body requirements
- Standards and Guidelines for Quality Assurance in the European Higher Education Area, as applicable
- Digital Learning Environment Strategy 2026–2029 (internal, 2026)
- Digital Learning Implementation and Staff Development Plan 2026–2029 (internal, 2026)
- Digital Pedagogy Guidance for Academic Staff (internal, 2026)
- Moodle Design Standards (internal, 2026)
- Moodle Best Practice Guide for Academic Staff (internal, 2026)

4.1.6 Programme Development Flow Chart



4.2 Procedure for the Development and Approval of Programmes

4.2.1 Procedure

While responsibility for formally initiating new programmes rests with the Director of Academic and Professional Programmes, this will normally follow consultation with colleagues.

Proposed programmes will be developed in an iterative process over 2 stages:

1. Outline Programme Feasibility Approval
2. Development to Completion, Internal Approval and Submission to QQI.

4.2.1.1 Outline Programme Feasibility.

The Director of Academic and Professional Programmes prepares a report, including a business case for the programme, for consideration by the Management Team, covering the following elements:

- Philosophy, rationale and aims of the programme, including the relevance of the programme to the profession of psychotherapy/family therapy.
- Relevance of the programme to the mission and strategic plan of Clanwilliam Institute.
- Proposed minimum intended programme learning outcomes.
- Proposed mode of delivery and its educational rationale, together with the principal staffing, technological, learner support and resource implications.
- Applicable awards standards.
- Teaching, Learning and Assessment Strategy.
- Relationship to and comparison with other programmes offered by Clanwilliam Institute.
- 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.
- Human and physical resource implications of proposed programme.
- Profile of teaching staff required.
- Satisfactory provision for participant access, transfer and progression in the context of the National Qualifications Framework.

The Management Team shall consider the rationale and business case outlined in the report and associated risk and mitigation measures for the proposed programme and decides whether to endorse it for consideration by the Board of Directors or seek additional information or refuse to endorse it. In the latter eventuality, it shall inform the Board of Directors of its decision.

Should the Management Team approve the proposal to be sent to the Board of Directors, it shall attach a commentary on the report with that approval.

4.2.1.2 DEVELOPMENT TO COMPLETION AND SUBMISSION TO QQI.

Following endorsement by the Management Team and approval by the Board of Directors, the Academic and Professional Council shall establish an internal Programme Development Committee to further research, develop and prepare the necessary documentation for a validation submission, in line with QQI requirements and, where required, professional body requirements.

Programme documentation must address **QQI's Core Validation Criteria.** The development process must include a self-evaluation against the Core Validation Criteria. This should be carried out in accordance with the QQI template.

This development phase culminates in the production of a fully developed draft programme document. It will include refined minimum intended programme learning outcomes (MIPLOs), curriculum structure with minimum intended module learning outcomes (MIMLOs) and teaching, learning and assessment strategy, as outlined in QQI's Core Validation Criteria.

The Programme Development Committee must specify and evaluate the proposed mode of delivery in accordance with the Policy for Programme Development. For blended delivery, the Committee must document the proposed balance of onsite and synchronous online teaching, demonstrate the alignment of the delivery mode with the intended learning outcomes and identify the associated staffing, technological, accessibility, learner information and support requirements.

The programme at this stage should also have refined detailed programme delivery costs, in terms of equipment, materials and human resources.

During this development phase, the Programme Development Committee will normally consult with external subject matter experts seeking an independent view of the proposal.

Where a programme incorporates blended delivery or significant use of digital learning technologies, the Programme Development Committee may also seek advice from the Digital Education Advisor and, where relevant, the Digital Education Working Group. Any proposed technology that is not already approved for its intended use must be considered through the Educational Technology Evaluation and Approval Procedure.

Before submission for internal approval, the Programme Development Committee must confirm that the proposal has addressed the applicable requirements of the Policy for Programme Development and that the supporting evidence and required checklists are complete.

The draft programme document is sent to the Academic and Professional Council, who will check that it is consistent with QQI and Professional Body regulations, conforms to QQI format and is complete, clear and comprehensible. Should the Academic and Professional Council approve the draft programme submission and associated documents, it should forward these with its recommendation to the Board of Directors.

If the Board of Directors approve sending the proposal to QQI, the Board of Directors shall arrange for the payment of the appropriate fee and direct that all required documentation be forwarded to QQI, following which that body's processes will be initiated and a validation event arranged.

Should the Board of Directors not approve sending the proposal to QQI, it shall outline its reasons for this decision to the Academic and Professional Council.

The Institute may decide to convene a 'mock panel' in advance of the site visit by the QQI panel of assessors.

4.2.2 Response to QQI Validation Report and Conditions/Recommendations

Following receipt of the QQI Validation Report, it shall be referred to the Programme Development Committee for action. The Programme Development Committee shall amend the programme document to comply with any conditions and shall consider any recommendations in the Report.

Following this, the amended programme document, together with details of how the conditions and recommendations have been addressed, shall be forwarded to the Academic and Professional Council for consideration.

Following its review, the Academic and Professional Council will decide whether to make a recommendation to the Board of Directors to commence the programme and at what time.

It shall also forward the revised programme document, and any further information required, to QQI.

The **Director of Academic and Professional Programmes** is responsible for communications with QQI in relation to programme validation and for ensuring that Certificates of Programme Validation are received.

4.2.3 CONTROL SHEET

Policy and Procedure Title	Development and Approval of Programmes
Responsible Officer(s)	Director of Academic and Professional Programmes
Issuance Date	July 2014
Effective Date	July 2014
Last Revision Date	September 2026
Supersedes	Version 4.0, 2025
Next Revision Date	September 2027
Designated Reviewers	Board of Directors, Management Team, Academic and Professional Council
Scope	All programmes

4.2.4 REVISION HISTORY

Revision	Approval Date	Revision Description	Originator	Approved by
New Policy	July 2014	First Draft and Implementation of Policy	Training Programmes Advisor	Management Team and Board of Directors
Version 1.1	July 2016	Minor Amendments	Director of Professional and Academic Programmes	Management Team and Board of Directors
Version 2.0	May 2021	Major Revisions and Additions	Director of Professional and Academic Programmes	Academic and Professional Council
Version 3.0	July 2023	Review Policy for Programme Development	Director of Professional and Academic Programmes	Academic and Professional Council

Revision	Approval Date	Revision Description	Originator	Approved by
Version 4.0	May 2025	Policy statement updated to integrate provisions for synchronous (live online) delivery. Includes confirmation that mode of delivery must be specified during programme development, with resources planned accordingly and validation documents aligned with QQI Blended Learning Guidelines (2018).	Director of Professional and Academic Programmes	Academic and Professional Council
Version 5.0	September 2026	Policy and procedure revised to align programme development and approval with CWI's approved scope of provision and updated digital learning framework. Changes clarify delivery-mode evaluation, digital learning and support requirements, specialist input, and governance responsibilities.	Director of Professional and Academic Programmes	Academic and Professional Council

4.3 POLICY FOR MONITORING, REVIEW AND REVALIDATION OF PROGRAMMES

Quality Assurance Area:	Programmes of Education and Training
Policy Owner:	Director of Academic and Professional Programmes
Applicable to:	Staff

4.3.1 PURPOSE

The purpose of this policy is to define principles for the ongoing review of programmes, resulting in minor or major changes and including revalidation.

4.3.2 SCOPE

This policy applies to all QQI programmes. It therefore applies to all staff involved in the update and review of programmes within the Clanwilliam Institute**.**

4.3.3 POLICY

Clanwilliam Institute has adopted a policy of regular programme monitoring and review, informed by self-evaluation to recommend:

- Changes to Validated Programmes
- Review and Revalidation of Programmes

Programmatic reviews and associated revalidations of programmes occur normally every 5 years. Notwithstanding this requirement, Clanwilliam Institute is committed to ongoing and periodic monitoring and review of its programmes to take account of the constantly evolving environment. Programme teams may therefore from time to time identify changes that are needed to ensure the ongoing currency and relevance of its programmes.

Monitoring and review will include consideration of blended delivery and the Digital Learning Environment where these form part of the learner experience. Relevant evidence may include learner and staff feedback, participation and access information, the suitability and accessibility of digital systems and resources, Moodle review findings, staff development needs, technical support issues and significant service disruptions.

Annual Programme Reports, Programme Action Plans, self-evaluation reports and revalidation submissions must address significant findings relating to blended delivery and digital learning where applicable. Cross-programme findings and enhancement priorities will also inform the annual review of the Digital Learning Environment and the Digital Learning Implementation and Staff Development Plan.

The Academic and Professional Council will adjudicate on requests from Programme Boards to make **minor modifications** to programmes.

4.3.3.1 MINOR MODIFICATIONS ARE DEFINED AS FOLLOWS:

- Changes to content of a programme that do not impact on the module or programme learning outcomes.
- Revisions to an assessment task/method that are consistent with the approved assessment strategy, and consistent with the approved programme schedule.

Clanwilliam Institute does not allow major modifications to be made to existing programmes, between scheduled programmatic reviews.

4.3.3.2 EXAMPLES OF MAJOR MODIFICATIONS ARE:

- Changes to programme titles or approved programme schedules.
- Changes to module or programme learning outcomes.
- A substantive change to the approved mode or balance of programme delivery, including the introduction of a mode of delivery outside CWI's approved scope of provision.
- Changes to NFQ level.
- Addition of new modules or awards.

4.3.4 RESPONSIBILITY

- Quality Assurance is the responsibility of every staff member in the Clanwilliam Institute.
- The Director of Academic and Professional Programmes is responsible for managing the review process and recommending actions to the Academic and Professional Council.
- Programme Boards are responsible for considering relevant programme-level evidence concerning blended delivery and the Digital Learning Environment as part of annual monitoring and review.
- The Digital Education Working Group considers significant or recurring digital learning findings across programmes and coordinates the annual review of the Digital Learning Environment.
- The Digital Education Advisor provides specialist advice on digital pedagogy, educational technology, accessibility and external practice where required.

4.3.5 RELATED LEGISLATION, REGULATION OR GUIDELINES

- Core Statutory Quality Assurance Guidelines 2016 (QQI).
- Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines 2016 (QQI).
- Policies and criteria for the validation of programmes of education and training 2017 (QQI)
- Policy and Criteria for Making Awards 2014 (QQI)
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015).
- Assessment and Standards, Revised 2013 (QQI).
- Policy for Determining Awards Standards – QQI, 2014

- NFQ Awards Standards
- European Credit Transfer and Accumulation System (ECTS) User Guide –2015
- International Standard Classification of Education (ISCED) – UNESCO, 2011
- QQI Statutory QA Guidelines for Providers of Blended and Fully Online Learning Programmes (2023)
- CWI Digital Learning Environment Strategy 2026–2029 (internal, 2026)

4.4 Procedure for Monitoring, Review and Revalidation of Programmes

4.4.1 Procedure

These procedures encompass the following:

- Programme Monitoring
- Changes to Validated Programmes
- Review and Revalidation of Programmes
- QQI Provider Monitoring Process

4.4.2 Ongoing Monitoring of Programmes

Clanwilliam Institute is committed to the ongoing monitoring of programmes. Programme Boards carry out this task and report to the Academic and Professional Council on an annual basis.

The Programme Board conducts an annual review of the programme based on the following information:

- Programme registrations data
- External Examiner Reports
- Assessment analysis by module
- Programme data including pass rates, completion rates, classification statistics.
- Learner feedback
- Faculty feedback
- Evidence relating to blended delivery and the Digital Learning Environment, including relevant learner and staff feedback, Moodle review findings, access or participation issues, staff development needs and recurring technical or service issues.

This review informs the Annual Programme Report and Programme Action Plan which are approved by the Programme Board and sent to the Academic and Professional Council for information and approval. The Programme Action Plan is distributed to all relevant staff for information and action. The **Director of Academic and Professional Programmes** has responsibility to ensure that outcomes of the Annual Programme Report inform quality enhancement and improvements in Clanwilliam Institute**.**

4.4.3 Changes to Validated Programmes

It is the responsibility of faculty to update, on a regular basis, the material delivered in their module.

Minor changes to programmes are defined in the policy statement. Proposals for any such changes are made to the Programme Board and are subject to the approval of the Academic and Professional Council.

Major Changes to programmes are defined in the policy statement and may only be implemented through a validation process.

Any proposed change to the approved mode or balance of delivery must be considered against the validated programme documentation, CWI's approved scope of provision and applicable QQI requirements. A

substantive change, including the introduction of asynchronous programme delivery, may not be implemented without the required internal and external approval.

Proposed educational technologies that are not already approved for their intended use must be considered by the Digital Educational Working Group.

4.4.4 Review and Revalidation of Programmes

Clanwilliam Institute is subject to external review of its Quality Assurance policies and procedures on a cyclical basis. It is required to consider seeking revalidation of programmes having regard to the approved intakes on the Certificate of Validation.

4.4.5 Revalidation of Academic Programmes

Revalidation is defined as 'validation by the awarding body of a programme that has emerged or evolved from a programme that had been previously validated'. It is a two-phase process conducted through a process of Programmatic Review:

1. review and evaluation of the programme as delivered,
2. updating and revision of the programme that addresses issues arising from the evaluation process.

Revalidation must be completed in advance of the expiry of the duration of enrolment as indicated on the Certificate of Validation, which is typically five years. Notwithstanding this, a programme may be revalidated where it has reached a point where it needs to be substantially modified or updated to an extent that the end result is effectively a new programme.

The Programmatic Review and Revalidation process is the responsibility of Clanwilliam Institute, in consultation with the QQI. The terms of reference for the process must be agreed by both parties.

4.4.5.1 Objectives of Programmatic Review

The objective of a programmatic review is to review the development of programmes over the previous five years, with particular emphasis on the achievement and improvement of educational quality and the flexibility of response to changing needs.

The specific objectives of a programmatic review are to:

- Analyse the effectiveness and efficiency of each validated programme, including detail of learner numbers, retention rates and success rates
- Review the development of the programmes 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
- Evaluate the physical facilities and resources provided for the provision of the programme(s)
- Evaluate the formal links which have been established with industry, business and the wider community in order to maintain the relevance of its programmes

- Review any research activities in the field of learning under review
- Evaluate projections for the following five years in the programme(s)/field of learning under review.
- Evaluate the continuing appropriateness and effectiveness of the approved delivery mode, including the quality of blended delivery, the Digital Learning Environment, learner access and support, staff capability and the suitability of the technologies used.

4.4.5.2 TERMS OF REFERENCE FOR PROGRAMMATIC REVIEW

Terms of Reference for programmatic reviews are agreed with QQI or the Professional Body accrediting the programmes, in advance of the commencement of the process. The terms of reference may provide for exceptional items. Proposals and decisions in relation to updating programmes and modules, discontinuing programmes or parts of programmes, together with proposals to develop new programmes, are a part of this review process. This review process includes feedback from internal stakeholders including learners, the faculty, the administration team and the APC. Programme review is the responsibility of Director of Academic and Professional Programmes.

Annual programme monitoring and review feeds into preparation for programme revalidation. The main steps in an application for revalidation are:

1. Self-evaluation of the programme that informs the Programmatic Review Report.
2. Development of a revised programme document, showing proposed changes to programme.
3. Independent evaluation of the self-evaluation process and the revised programme, managed by Clanwilliam Institute, in consultation with QQI.
4. Determination of the application by QQI.

Preparation for revalidation is led by the Director of Academic and Professional Programmes. The process must demonstrate and provide evidence that the revised programme continues to address the QQI validation criteria.

The process for revalidation should follow the same steps used for programme development.

4.4.6 SELF-EVALUATION OF THE PROGRAMME

A Revalidation Team is led by the **Director of Academic and Professional Programmes.** The self-evaluation includes a thorough analysis of the programme structure and content, learning outcomes, learner services and relevant data and stakeholder feedback collected over the previous five years of operation of the programme.

Stakeholders are identified and methods for collecting relevant feedback are established, which includes surveys, focus groups, interviews, etc. The data is analysed and any trends identified and informs the self-evaluation.

The following data is required for the process:

- Learner enrolment data.
- Attrition and completion data.
- Graduate progression into employment or other educational programmes.

- Evaluation of the programme by learners.
- Evaluation of the programme by faculty.
- Evaluation of the programme by employers.
- External Examiners' reports.
- Relevant findings from annual programme monitoring and the annual review of the Digital Learning Environment, including learner and staff experience, Moodle reviews, staff development, accessibility, technical support and service performance.

Findings from the self-evaluation process inform the review of the programme. The outcome may be that the programme is no longer relevant and should be retired or that the programme remains relevant and competitive and that it should be updated and submitted for revalidation.

4.4.7 Application for Revalidation to the Awarding Body

The **Director of Academic and Professional Programmes** is responsible for coordinating the revalidation process and for preparing the self-evaluation report.

All applications for revalidation must provide the information required for new programme validation using the QQI validation template together with:

- The agreed terms of reference.
- The updated Programme Document and supporting documentation.
- Clanwilliam Institute's evaluation report (using the evidence collected and analysed during the lifetime of the programme).
- Evidence of PEL arrangements.

4.4.8 Independent Evaluation of the Programme

An independent Peer Review Group is established by Clanwilliam Institute, in consultation with QQI, comprising experts from the appropriate fields of learning who should be capable of making national and international comparisons having regard to the specific programme(s). Where a programme incorporates blended delivery, the Peer Review Group must include, or have access to, appropriate expertise in blended learning, digital pedagogy and educational technology.

At a minimum, it comprises the following:

- Chair – experienced in higher education and training, preferably with knowledge of revalidation.
- A secretary who will produce both the Independent Evaluation Report and the Revalidation Report.
- Academics (minimum two) experts in relevant field of learning.
- Representatives from a relevant profession.
- A learner representative.

It is essential that the panel members are free from any real or apparent conflicts of interest.

QQI, in consultation with the **Director of Academic and Professional Programmes**, will agree the composition of the independent panel, and the terms of reference for the revalidation.

The functions of the Peer Review Group include:

- Reviewing the Self-Evaluation Report.
- Meeting with faculty, learners (past and present where possible), administrative staff, employers and any other category of internal and external stakeholders.
- Consideration of the proposed revised programme in the context of all other information provided and recommending acceptance or otherwise of the proposals. In this regard it may recommend conditions and/or recommendations.
- Presenting its findings to senior staff at the end of the visit.
- Preparing an Independent Evaluation Report on the findings of the Peer Review Group, to include recommendations for the provider in respect of the programme or suite of programmes under review.
- Providing a separate revalidation report, for each programme under consideration, in accordance with the QQI standard programme validation report.

The Independent Evaluation Report and the Revalidation Report together with a formal response and an implementation plan is prepared by **Director of Academic and Professional Programmes** and submitted to the Academic and Professional Council. The implementation plan addresses the findings and recommendations in the Independent Evaluation Report. It should contain specific achievable actions with measurable outcomes and timelines.

Where necessary, specific detail on the phasing in of changes proposed and where transitional issues arise, how these should be addressed.

The process of decision making by the Academic and Professional Council and the Board of Directors will mirror the procedures outlined in the latter stages of Section 4.2 Procedure for the Development and Approval of Programmes.

The Independent Evaluation Report, implementation plan and a formal request for validation is forwarded to QQI for consideration. The Self-Evaluation Report and Independent Evaluation Report reports, together with the related implementation plans are published at this stage.

4.4.9 Determination of the Application by QQI

QQI will make a determination based on the findings of the process, the Independent Evaluation Report and Clanwilliam Institute response. The programme may be revalidated, revalidated with conditions or not revalidated.

4.4.10 Control Sheet

Policy and Procedure Title	**Monitoring, Review and Revalidation of Programmes**
Responsible Officer(s)	Director of Academic and Professional Programmes
Issuance Date	May 2021
Effective Date	May 2021
Last Revision Date	September 2026
Supersedes	Version 2.0, 2025
Next Revision Date	September 2027
Designated Reviewers	Board of Directors, Management Team, Academic and Professional Council
Scope	All programmes

4.4.11 Revision History

Revision	Approval Date	Revision Description	Originator	Approved by
New Policy	May 2021	Newly developed Policy and Procedure	Director of Professional and Academic Programmes	Academic and Professional Council
Version 1.0	July 2023	Policy and Procedure Review	Director of Academic and Professional Programmes	Academic and Professional Council
Version 2.0	May 2025	Policy and procedure updated to integrate monitoring requirements for synchronous (live online) delivery. Addendum removed and content embedded in core policy, including provisions for attendance tracking, learner and faculty feedback, and	Director of Academic and Professional Programmes	Academic and Professional Council

Revision	Approval Date	Revision Description	Originator	Approved by
		inclusion in APRs, PAPs, and programme revalidation documentation.		
Version 3.0	September 2026	Policy and procedure revised to integrate the monitoring and review of blended delivery and the Digital Learning Environment throughout annual programme monitoring, programme modification, self-evaluation and revalidation. Responsibilities, evidence requirements and access to specialist digital learning expertise were clarified.	Director of Academic and Professional Programmes	Academic and Professional Council

4.5 POLICY FOR ACCESS, TRANSFER AND PROGRESSION

Quality Assurance Area:	Programmes of Education and Training
Policy Owner:	Director of Academic and Professional Programmes
Applicable to:	Staff and Learners

4.5.1 PURPOSE

The purpose of this policy is to set out the principles underpinning Access, Transfer and Progression at Clanwilliam Institute, in alignment with the requirements of the Qualifications and Quality Assurance Act (2012), as per QQI's 2015 policy restatement.

4.5.2 SCOPE

This is an overarching policy that establishes principles applied to all programmes of education and training at Clanwilliam Institute.

4.5.2.1 DEFINITIONS

- **Access** – refers to the process by which learners may commence a programme of education and training, having received recognition for the knowledge, skill or competence required.
- **Initial Access** – refers to a learner commencing at the initial stage of a programme.
- **Advanced Entry** – refers to a learner commencing at a post-initial stage of a programme.
- **Transfer** – refers to the process by which learners may transfer from one programme of education and training to another programme, having received recognition for knowledge, skill and competence acquired.
- **Progression** – refers to the process by which learners may progress from one programme of education and training to another programme of a higher level.

4.5.3 POLICY

Clanwilliam Institute is committed to providing fair, equitable, transparent and consistent arrangements for access, transfer and progression across all programmes and approved modes of delivery. Where a programme incorporates blended delivery, access, transfer and progression arrangements will also comply with QQI's Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Learning Programmes (2023), including the requirements for clear pre-enrolment information, transparent technical and participation requirements, and equitable access to learner support.

Prospective and current learners will receive clear and timely information about entry requirements, recognition of prior learning, available transfer and progression opportunities, programme delivery arrangements and relevant support. Decisions will be made against published criteria and communicated in writing, with access to review and appeal arrangements where applicable.

4.5.3.1 Access

Clanwilliam Institute is committed to providing fair, equitable and consistent access to all applicants to its programmes and its policies and procedures will:

- ensure that decisions are made in a timely and transparent manner.
- accommodate a variety of access and entry arrangements
- have available a statement of arrangements available for the recognition of prior learning:
    - For entry
    - For credit towards an award
    - And for access to a full award
- Have an appeals process in place
- Ensure statements of arrangements are compatible with the policies of statutory and professional awarding bodies

For programmes incorporating synchronous online delivery, applicants must be informed of the technology, equipment, software and connectivity required for effective participation. This includes access to a stable internet connection and a suitable device with a webcam and microphone.

Applicants to programmes incorporating blended delivery must meet the published minimum digital access and basic digital-literacy requirements. These include access to a suitable computer and stable internet connection and the ability to use email, access web-based systems, participate in synchronous online sessions, prepare and submit documents electronically, manage files and undertake web-based research.

The detailed technical requirements will be published in the relevant programme and admissions information. Applicants who are uncertain whether their equipment or skills meet these requirements should contact Clanwilliam Institute before accepting a place. Appropriate orientation and guidance will be provided, but this does not replace the minimum access and digital-literacy requirements necessary for participation.

Applicants may discuss any concerns or support needs during the admissions process and will be provided with appropriate guidance in using the required digital systems.

All promotional materials, programme brochures, and website content clearly state that programmes are delivered via a blended model including synchronous teaching. These materials describe the nature of engagement expected, such as real-time attendance, participation in scheduled online sessions, and interaction through platforms like Moodle and Microsoft Teams. Applicants are made aware that the delivery format does not affect the award level or intended learning outcomes.

Learners are informed of the delivery model during application, interview, and again at induction. Learner handbooks contain dedicated sections outlining the delivery model, participation expectations, and access to academic, technical, and wellbeing support. Learners participating in synchronous online delivery are provided with equitable access to programme coordinators, academic staff and relevant support services through appropriate online channels.

4.5.3.2 TRANSFER AND PROGRESSION

Clanwilliam Institute is committed to identifying, where available, any transfer and progression routes into and onwards from all programmes leading to awards in the framework. Where these are found to exist, any particular attainments required to facilitate access to a programme leading to an award at the next level will be specified. Where appropriate and feasible, necessary adaptations will be made to programmes to facilitate participants in making successful transitions.

Annual transcripts of performance will facilitate transfer to other programmes or institutions. The European Diploma Supplement will enable graduates to demonstrate competence to employers and facilitate credit transfer between institutions and/or jurisdictions.

4.5.3.3 MINIMUM DIGITAL ACCESS AND SKILLS REQUIREMENTS

To participate successfully in this blended programme, applicants must be able to attend scheduled onsite classes and synchronous online sessions. Applicants must have regular access to a suitable Windows PC or Apple Mac laptop or desktop computer.

A mobile phone, tablet or Chromebook is not accepted as the primary device for completing the programme because learners must be able to access the required digital platforms, participate fully in online sessions and prepare and submit assessment material in the required formats.

Minimum Computer Requirements

- Windows PC or laptop with at least 8 GB RAM
- Apple Mac computer or laptop with at least 8 GB RAM
- Working webcam, microphone and speakers or headphones
- A current supported internet browser, such as Google Chrome
- Software capable of creating and editing documents in Microsoft Word-compatible .docx format

Internet Requirements

- A stable high-speed internet connection with a minimum download speed of 10 Mbps
- A wired Ethernet connection is recommended where available

Basic Digital Skills

Applicants must be able to:

- Use an internet browser and access web-based systems
- Send, receive and manage email using Microsoft Outlook or a similar email application
- Create, edit, save and submit documents in Microsoft Word-compatible format
- Download, upload, organise and retrieve electronic files
- Join and participate in Microsoft Teams meetings or equivalent approved platforms
- Navigate Moodle and access programme information, learning materials and assessment requirements

- Undertake web-based research

4.5.4 Responsibility

- The **Academic and Professional Council** is responsible for approving the Access, Transfer and Progression opportunities set out in programme specific procedures by Programme Development Committees.
- The **Director of Academic and Professional Programmes** has ultimate responsibility for the implementation of policy and procedure pertaining to Access Transfer and Progression.
- **Admissions Staff are** responsible for overseeing the admission of learners to programmes under the oversight of the **Director of Academic and Professional Programmes**.
- The **Director of Academic and Professional Programmes** is responsible for ensuring that all QQI entry and enrolment conditions are complied with.
- **Programme Leaders** are responsible for supporting the accuracy and consistency of programme-level information concerning delivery arrangements, participation expectations and learner support.
- **Programme Administration** is responsible for providing or signposting current admissions and pre-commencement information and for directing applicants and learners to the appropriate support route.

4.5.5 Related Legislation, Regulation or Guidelines

- QQI Statutory QA Guidelines for Providers of Blended and Fully Online Learning Programmes (2023)
- Core Statutory Quality Assurance Guidelines 2016 (QQI).
- Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines 2016 (QQI).
- Policies and criteria for the validation of programmes of education and training 2017 (QQI)
- Policy and Criteria for Making Awards 2014 (QQI)
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015).
- Assessment and Standards, Revised 2013 (QQI).
- Policy for Determining Awards Standards – QQI, 2014
- NFQ Awards Standards
- European Credit Transfer and Accumulation System (ECTS) User Guide –2015
- International Standard Classification of Education (ISCED) – UNESCO, 2011.
- European Credit Transfer and Accumulation System (ECTS) User Guide –2015 International Standard Classification of Education (ISCED) – UNESCO, 2011.
- Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training 2005 (QQI)
- QQI Policy Restatement: Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training (2015).

- QQI Statutory QA Guidelines for Providers of Blended and Fully Online Learning Programmes (2023)
- CWI Digital Learning Environment Strategy 2026–2029 (internal, 2026)

4.6 Procedure for Access, Transfer and Progression

4.6.1 Procedure

Every programme at Clanwilliam Institute will have clear entry requirements set out and approved at validation. Entry requirements will describe the:

- Minimum prerequisite learning (knowledge, skill and competence) required to access the programme.
- The minimum English language competence required for participation in the programme.
- Any special requirements as noted in the approved programme document (e.g. a precursor award in a particular discipline for admittance to a programme at a higher level in the NFQ).
- Any programme-specific Recognition of Prior Learning (RPL)/ Recognition of Prior Experiential Learning (RPEL) criteria arrangements for entry, exemptions from modules, advanced entry and direct access to the award.

For programmes incorporating blended delivery, applicants must also meet the published minimum digital access and basic digital-literacy requirements. These are conditions of effective participation and do not replace the approved academic or professional entry requirements.

Before accepting a place, applicants will be informed of the applicable delivery arrangements, technical requirements and participation expectations. They will be asked to confirm that they have access to the required equipment and connectivity and can undertake the basic digital activities necessary to participate in the programme. Applicants who are uncertain whether they meet these requirements should contact Clanwilliam Institute for guidance before accepting a place.

4.6.1.1 Clanwilliam Institute Refund of Fees

All offer letters will clearly state that the programme will run dependent on numbers.

Clanwilliam Institute is committed to ensuring that all applicants who have paid a deposit will have that deposit refunded in full as soon as it is known that the programme will not run.

4.6.1.2 Specific Entry Requirements for Current Scope of Provision

Clanwilliam Institute's current scope of provision is for level 9 programmes on the National Framework of Qualifications in the Psychotherapy domain of learning.

The Core Entry Requirements are as follows:

1. Level 8 major award (Honours degree) in Human Sciences
2. Recognition of Prior Learning (RPL) may be taken into account where minimum academic requirements are not met. Applicants will be required to demonstrate achievement of entry-level knowledge, skills and competencies in accordance with Clanwilliam's policy on accreditation of prior learning. For learners using the RPL route, in general academic achievement of a Level 7 award is necessary in order to demonstrate ability to gain from and contribute to the programme.

   The entry-level knowledge, skills and competencies are as follows:

   (i) Broad knowledge of human sciences and specialised knowledge of one area, and

(ii) Mastery of a complex and specialised area of knowledge and skills in the human sciences; and

(iii) Ability to conduct closely guided research, professional or advanced technical activity, and

(iv) Skills in critical analysis, research and intervention, and

(v) Sufficient intellectual, social and other skills to show that they can benefit from and contribute to the programme.

3. All applicants are required to have access to a clinical base for clinical practice.
4. All applicants whose native language is not English must provide proof of English proficiency. Specifically, Learners are required to achieve overall band score of at least 6.5 on the International English Language Testing System (IELTS) and to demonstrate competence in oral English in interview.
5. All applicants are required to provide references, evidence of EU/ EEA status or compliance with Irish Visa and Immigration regulations;
6. All applicants are required to attend an individual interview, make a personal statement of interest and demonstrate familiarity with personal reflective practice.
7. All applicants are required to demonstrate an ability to contribute to and benefit from the programme.

4.6.2 Stages in the Procedure

4.6.2.1 Dealing with Course Queries

There are established processes and procedures for dealing with course enquiries. Once the programme is advertised, enquiries are received through emails, through the website or over the phone.

All course enquiries are noted on a central 'Enquiries Database', where prospective details are recorded with the consent of the prospective Learner. All enquiries are then followed up with an email or telephone call and any relevant information such as date and time of the Open Day, course brochure, or application forms are sent to the prospective Learner.

For programmes incorporating blended delivery, prospective learners will be provided with, or directed to, current information about the balance of onsite and synchronous online teaching, attendance and participation expectations, minimum digital access and skills requirements, and available learner support.

4.6.2.2 Programme Application

An application for programme entry requires submission of:

- Application form with names of two referees
- Curriculum Vitae,
- Statement of interest,
- Registration fee.
- Confirmation that the applicant has read the published delivery, technical and digital-skills requirements.

The first stage of review involves a check to ensure that the application is complete. Subsequently, an email is sent to the applicant acknowledging receipt of their application and, if necessary, indicating any additional documents that still need to be submitted.

Admissions decisions will be made against the approved programme entry requirements and published admissions criteria. Where an applicant has identified a concern about meeting the technical or digital participation requirements, they will be directed to the appropriate guidance or support before an offer is accepted.

The Assessors review applications against the entry criteria, and make a decision regarding whether the applicant will be offered an interview, refused entry or be required to follow an indirect entry route. This decision is communicated to the applicant either by email or verbally followed by an email.

Where an applicant is offered an interview then they are requested to provide additional documentation. This may include certified copies of academic records and awards, and proof of proficiency in English.

Learners who are admitted to the programme are advised of this in writing. On acceptance of a place the Learner is informed by email of timetable and registration requirements.

4.6.2.3 Equivalence through Accreditation of Prior Learning (RPL):

Candidates applying on the basis of formal qualifications and supplementary accredited prior learning will be required to submit full details and references for consideration of educational equivalencies.

4.6.2.4 Receipt of Application

On receipt of an eligible application, the applicant's details are added to Clanwilliam's accounts database, and the application fee is processed. A receipt for the payment is forwarded to the applicant with an acknowledgement of receipt of their application.

4.6.2.5 Scheduling Interviews

Having determined the applicant's eligibility, when the application fee is processed, an interview is scheduled. The programme administrator contacts the applicant by phone if possible or by email to notify them of the appointment time. If this time is not feasible, a mutually agreeable time will be arranged.

4.6.2.6 Interviews

Interviews are conducted by the Director of Academic and Professional Programmes together with a faculty member. An interview form is pre-prepared for each candidate and completed by both interviewers. The interview for the MSc programme takes approximately 45 minutes and each candidate is assessed based on their clinical and academic background Candidates are advised that they will receive an email informing them of the outcome of their application and this is followed by a formal letter of offer within 3 – 5 working days.

Where the programme incorporates blended delivery, the interview will confirm that the applicant has received and understood the relevant delivery, participation and technical information. It will also provide an opportunity to discuss any accessibility or support needs. The interview will not operate as a separate technical assessment unless such an assessment forms part of the approved programme entry requirements.

4.6.2.7 Check Academic References

Subsequent to the applicant's interview, the training programme administrator contacts each referee requesting that they complete the Academic Reference Check Questionnaire. This may be sent on by post or by email depending on the contact details the candidate has provided.

4.6.2.8 Official Letters of Offer

The programme administrator drafts individual letters of offer for successful candidates. The letter of offer will include, or direct the applicant to, current information concerning the programme commencement and induction dates, attendance arrangements, onsite and synchronous online teaching, registration and deposit requirements, applicable fees, minimum digital access and skills requirements, and available support. The letter is sent together with the fees policy document. These letters are generally emailed to the applicant but can be posted if the candidate so desires.

4.6.2.9 Information Before Programme Commencement

Before programme commencement, enrolled learners will receive or be directed to:

- Programme and module schedules identifying onsite and synchronous online sessions
- Moodle and Microsoft Teams access arrangements
- Joining information for synchronous online sessions
- Current technical and participation requirements
- Academic and administrative contact information
- Assessment information
- Information about academic, administrative, accessibility, wellbeing and technical support

Learners will receive appropriate orientation to Moodle, Microsoft Teams and other required digital systems as part of programme induction. Where information changes before or during programme delivery, learners will be informed through the appropriate communication route, and the relevant published information will be updated.

4.6.3 Transfers into the Programme

Applications are welcome from Learners from other Higher Education Institutions (HEI) wishing to transfer with stage or award qualifications to Clanwilliam Institute. Advanced entry applications are subject to places being available on that programme. To be eligible, applicants must have passed the stage examinations and have achieved the learning outcomes.

Applicants seeking transfer or advanced entry are subject to the same published delivery, technical and participation requirements as other applicants. They will receive relevant information about blended delivery and learner support before accepting a place.

4.6.4 Progression

Clanwilliam Institute provides clear information on progression routes to Learners.

Graduates of the programme have progressed to a wide variety of careers in the Health Service Executive (HSE) and the voluntary sector including social work, adult mental health, child and adult mental health and psychology. The HSE has now established a consolidated pay scale for family therapists.

In addition, learners can continue their education by achieving a doctorate. Family Therapy doctorates are attainable currently in the U.K., USA or Europe. UCD, DCU and Trinity College offer a generic PhD in Psychotherapy that could be pursued by systemic psychotherapists, and research PhDs could be undertaken at any University in Ireland.

Learners admitted to the Masters programme and who exit before completion may apply for one of the applicable and approved exit awards of Certificate embedded in the major award provided, they meet the learning outcomes of the exit award and have earned sufficient ECTS credits.

Where an award is not achieved then a transcript of results indicating what credits have been earned is provided for the learner.

4.6.5 Recognition of Prior Learning

The following is the 2015 definition of the Recognition of Prior Learning (RPL) from the National Teaching and Learning Forum:

> *"Recognition of Prior Learning (RPL) is defined as a process whereby prior learning is given a value (European Commission, 2008; NQAI, 2005; OECD, 2004). RPL can operate to provide recognition for advanced entry and non-standard admissions to educational pathways and is also used to award credit for elements within programmes."*
>
> *(National Forum for the Enhancement of Teaching and Learning in Higher Education (2015), A Current Overview of Recognition of Prior Learning (RPL) in Irish Higher Education, Section 2.1. Available at: https://www.teachingandlearning.ie/publication/a-current-overview-of-recognition-of-prior-learning-rpl-in-irish-higher-education/*

The Clanwilliam Institute Policy and Operating Principles for RPL are outlined in the table below. The following documents are available in support of this policy framework.

- Consultation Document: Recognition of Prior Learning in Clanwilliam Institute
- RPL Policy Framework
- RPL instructions to Learners
- Assessors Report for RPL (Direct Entry and Advanced Entry)
- Self-Assessment Tools (Direct Entry and Advanced Entry)
- RPL protocol
- Summary of Advanced Entry Requirements
- Application for RPL based on Programme Equivalencies
- A guide to providing Written Testimonials for the purposes of Recognition of Prior Learning February 2020 (Revised)

Purpose	Recognition of Prior learning will provide opportunities for access, transfer and progression to academic and professional training.
Operational Approaches	Standards for entry to Year 1 of the programme, including entry to any of the Institute's certificate awards, require equivalence to Level 8 on the NFQ. The standards used are the QQI Award Standards in Science (QQI, 2014b) and/or in Psychotherapy and Counselling (QQI, 2014a) and/or the Award Standards for Social Care Work (QQI, 2014c). Standards for advanced entry, subject exemption, or credit towards an award require equivalence to both academic and professional body training requirements.
	Entry to the programme including advanced entry is dependent on the applicant's demonstration of their ability to succeed in and benefit from the programme.
	The roles and responsibilities of those involved in the process are contained in the RPL Procedure distributed to applicants and assessors.
Assessment	Assessment of RPL is carried out by members of the Faculty or other competent assessors. External assessors may be part of the assessment process.
	A range of assessment mechanisms are available for RPL applicants. These mechanisms shall be appropriate to the task and comparable to other assessment processes used in the training programmes.
	Clanwilliam Institute Assessment and Standards Policy shall apply to RPL assessments.
	Clanwilliam Institute shall endeavour to grade assessments that contribute to an award in so far as this is practical and fair and consistent with existing assessment methodologies and in so far as professional ethical and good practice requirements allow.
Applicants	Applicants will be fully informed of the application process, their responsibilities as applicant, the stages within it and the nature and scope of the evidence that is considered appropriate to support a claim for RPL.
Record Keeping	RPL applications and decisions will be recorded within the Clanwilliam Institute for the purposes of review and to ensure consistency and coherence. Where a mark is offered for an assessment then this mark shall be recorded in accordance with usual procedure for recording assessment results. RPL applicants will be informed of the limits of confidentiality that apply to their application. Applicants will be responsible for managing the confidentiality requirements of the material they submit in their application.

4.6.5.1 APPLICATION

RPL is intended for applicants who may not have the specified direct entry requirements gained through formal accredited education, but who have learned from their involvement in training, education, employment, and work-based learning. This process may also be used by applicants who are seeking advanced entry to a programme of learning within the Clanwilliam Institute. Applicants who are seeking credit towards an award may be considered at the discretion of the Director of Academic and Professional Programmes.

Prior learning may have been acquired through formal, non-formal, or informal routes.

Support Person: Clanwilliam will provide a Support Person (SP) where required to assist the applicant throughout the RPL process.

4.6.5.2 ACCREDITATION OF PRIOR CERTIFIED LEARNING (APCL)

This applies to learning which has been previously accredited, formally recognized or certified through a recognized educational institution or other higher education / training provider and which attracts an award (note this does not include training that is accredited/ recognized by a professional body unless it has also received academic recognition/certification). The recognition of this category of learning may contribute towards or result in:

- The admission to a programme or course of study
- Advanced Entry to a programme without an award of credits
- The award of exemption from subjects, subjects or other learning units of a programme
- The recognition of achievement of professional qualification requirements

However: This recognition process **does not involve the award of credits**. Credit for awards cannot be awarded twice for learning achievement at the same level for major awards on the National Framework.

4.6.5.3 LIMITATIONS ON THE RECOGNITION OF PRIOR CERTIFIED LEARNING.

Prior certified learning (i.e. learning for which the applicant has already received credit) cannot be used for the purpose of gaining a recognised award of the national framework of qualifications.

4.6.5.4 ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING (APEL):

This describes the process of giving formal recognition to non-formal or informal learning. Credit can be awarded only for achievement of learning outcomes as a result of a learning experience and not for the experience itself. This category includes former Clanwilliam Institute learners.

4.6.5.5 GRADING AND CLASSIFICATION OF RPL LEARNERS

Clanwilliam will endeavour to mark prior experiential learning for subjects or units of learning that form part of the award stage and classification calculation so as to avoid disadvantaging the learner. Such marking will occur in accordance with Clanwilliam's Quality Assurance Procedures (Clanwilliam Institute 2016 revised; Quality Assurance Procedures) and policy on Assessment and Standards (Clanwilliam Institute (2009) Policy on Assessments and Standards). However, Clanwilliam may choose not to mark if the assessment arrangement might not provide grading consistency with the regular assessment instruments in which case

the applicant will receive an unclassified award. In this case the applicant can waive any exemption received through RPL.

Demonstrating the Learning Achievement - Evidence In order for learning to be considered for RPL Clanwilliam requires that this evidence is:

- Adequate – that is that it demonstrates evidence of prior learning; and
- Verifiable; that is that Clanwilliam can authenticate the prior learning

Assessment of the submitted learning will be conducted against the learning outcomes of the relevant programme entry requirements or subjects. The learner is responsible for providing appropriate verifiable evidence to demonstrate the learning achievement gained. This evidence must be verified by a third party as the true work or achievement of the learner. Where the learner is unable to provide appropriate verifiable evidence then the assessors may choose to utilize Assessment Criteria to assess achievement of learning.

4.6.5.6 TYPES OF ACCEPTABLE PORTFOLIO EVIDENCE:

Examples of evidence include:

- References and testimonials that indicate that the learner has achieved the required learning outcomes.
    - This could include written evidence from Supervisors, Line Managers and consultants. This form of evidence is particularly suited to learning achieved through supervision, consultation or work-related clinical practice. it should be noted that a record of attendance is not sufficient and that evidence of achievement of learning is required.
- Course attendance certificates including evidence of course learning outcomes and course assessment.
    - Again, it should be noted that evidence of attending training is not sufficient, there needs to be evidence of the learning achieved. This is particularly relevant for unaccredited learning – such as work-based learning or professional training.
- Records of on-the-job training together with testimonials of learning achieved.
- Completed project work including reports, assignments, dissertations, etc. published material, unpublished written work (e.g. course assignments)
- Reports written by the learner
- Training/supervision records
- Job profiles, work plans
- Prizes or awards

It is the responsibility of the applicant to ensure that confidentiality requirements of all documents submitted are adhered to. Applicants are advised to speak with their support person if they have any questions in this regard.

4.6.5.7 ASSESSING PRIOR LEARNING

The assessment of prior learning may result in:

- A 'Statement of Attainment' which outlines competencies and/or subjects recognised by the assessors. These may be used for the purposes of non-standard entry or advanced entry, as described below. Where the attainment identified does not directly align with the purpose of the application (e.g. direct entry; advanced entry) then the assessors may identify the need for 'bridging' in a particular area or areas of a course;

OR

- Inappropriate alignment against course requirements resulting in no formal recognition by the assessor;

Or

- Requirement for further evidence.

4.6.5.8 SUPPLEMENTARY EVIDENCE

Where the primary evidence portfolio does not provide sufficient evidence of achievement, supplementary evidence can be required. Supplementary sources of evidence may include any combination of the following assessment methods:

- Programme Subject Assessment: This uses the subject assessment in RPL. This permits grading.
- Learning Contract: This will require a piece of work (such as a project) related to subject learning outcomes and will permit grading.
- Presentation to interview/assessment panel: This will incorporate clinical examination methodology and will permit grading.
- Qualifier activity with relevant learning demonstrated. This may or may not permit grading.

Where attainment of learning is equivalent and the learning is being used for credit towards an award, then the learning must, where possible, be given a mark that can go on the broadsheet of results for the learner's award. Otherwise, the learner will be granted an unclassified award.

Assessments for the purpose of granting an award or a partial award must therefore be capable of being marked, and this must occur in a manner that is fair and consistent with programme assessment strategies and instruments.

4.6.5.9 QUALITY ASSURANCE

The Clanwilliam Institute Recognition of Prior Learning Policies and Procedures are embedded within the general policies and procedures of the Clanwilliam Institute, in particular, Assessment.

Regulations and Quality Mechanisms

Review of Policy and Procedures Policies and procedures for the recognition of prior learning are monitored and reviewed periodically as part of the general review of quality assurance procedures in place to determine effectiveness.

Monitoring and Recording of RPL Activities

Monitoring and recording of all RPL occurs on an ongoing basis. Prior learning will be indicated on transcripts of results including the Europass Diploma Supplement.

4.6.5.10 ASSESSMENT CRITERIA: QUALITY OF LEARNING

Assessors will take into account the following criteria when assessing whether learning gained from experience matches learning outcomes validity or standards:

Relevance, Equivalency, Flexibility, Sufficiency, Currency and Authenticity.

Relevance

Assessors will consider whether the evidence presented is directly relevant to the programme.

Equivalency

Assessors will consider whether evidence presented demonstrates that the standards for entry to, credit towards or exemption from parts of the award/stage/unit in question have been met. Credit should be awarded only for learning that has a balance, appropriate to the subject, between theory and practical application. In relation to the subject's "clinical practice" and "reflexivity", equivalence also includes professional body practice requirements in these subjects. These practice requirements are contained in programme documentation.

Flexibility of learning

Learning must be transferable to contexts other than that of the learning environment within which it was acquired. In particular the applicant must have achieved an appropriate balance between theoretical and academic learning and practical skills and competence.

Sufficiency: Level, Breath, and Volume

Learning outcomes must be achieved at the appropriate academic level and without any significant gaps. Breath of Learning and volume of Learning Outcomes must be comparable to the appropriate level on the National Framework of Qualifications

Currency of learning

Learning must be applicable to current theoretical and practice contexts. Evidence is current within the last 5 years. Evidence provided may be older but if so must still show that it is current to the skill, knowledge and competency requirements of the award/ stage / unit in question.

Authenticity

Evidence is endorsed by an educational institution where appropriate and / or by a current employer, referee/ appropriate person.

The applicant must demonstrate their ability to succeed within and benefit from the programme.

4.6.5.11 POSSIBLE OUTCOMES TO RPL APPLICATIONS

Where attainment of knowledge skills and competencies is judged as sufficient a learner may:

- *Apply for Non-standard Entry*

Applicants will be required to demonstrate capacity to succeed in and benefit from the programme. A successful RPL application does not guarantee entry. In order to gain entry applicants need to demonstrate that any other requirements for entry are satisfied (e.g. clinical placements)

- *Advanced Entry*

Where an RPL candidate has demonstrated to the satisfaction of the assessors achievement of competencies of a previous stage then they may apply for advanced entry to the programme. In order to gain entry applicants need to demonstrate that any other requirements for entry are satisfied (e.g. practice requirements, clinical placements).

Applicants will be required to demonstrate capacity to succeed in and benefit from the stage of the programme for which they are seeking entry.

There are various possible outcomes for a successful RPL application for advanced entry, in particular in relation to whether credit can be awarded. These possible outcomes will differ depending on whether the applicant has Prior Certified Learning or Prior Uncertified Learning. These will be discussed with the applicant during their application process and may include:

4.6.5.12 AWARDING CREDIT

This may occur when a decision is made that the learner with prior experiential learning (uncertified learning; this can be either non-formal or informal learning) has demonstrated that their prior learning satisfies the learning outcomes or standard for a subject or subjects. The learner then may gain the credit value attaching to the relevant learning outcomes. Where the credit is not in an award year then there is no need to grade the learning. However, where the credit is granted in a subject that contributes to the final award then this learning must be marked in order for the award to be classified. Note: Prior Accredited Learning cannot be taken into account for the purposes of awarding credit. Credit refers to the European Credit Transfer Scheme (ECTS) as part of the National Approach to Credit. A unit of credit is equal to 25 to 30 hours of learner effort.

4.6.5.13 GAINING AN EXEMPTION

This may occur where a decision is made that a learner **with prior certified learning** has demonstrated that the prior learning satisfies the learning outcomes or standard for a subject or subjects. The learner may be exempt from the teaching and learning attached to the subject, subject or unit of learning. However, the learner does not normally gain credit for this learning and therefore credit is not awarded. In Institute programmes, therefore, a learner who is exempt from a subject on the basis of RPL does not usually obtain the award for which that subject is a part as they will have insufficient credit.

4.6.5.14 CREDIT TOWARDS AN AWARD

All subjects in Clanwilliam Institute Masters Programme, and embedded Certificates, contribute towards an award; therefore, an application for subject exemption is also an application for credit towards an award. This can occur only in specific circumstances and should be discussed with the Director of Academic and Professional Programmes prior to application.

Where prior informal or non-formal learning is judged to be equivalent to a subject or subjects and that learning can be marked then credit may be awarded towards an award. In the event that a mark cannot be given then, under exceptional circumstances, the applicant may receive an unmarked award of credits and will receive an unclassified award.

In accordance with usual practice, the amount of credit to be granted would be up to a maximum of 50% of the total credits required for an award, other than in exceptional cases where alignment of specific

professional awards is being sought (This possibility is confined to Learners who have achieved professional awards through Clanwilliam Institute professional training and who satisfy specified Assessment Criteria). Credit can only be granted where the prior study is considered to have a very high degree of overlap with the content of the relevant Clanwilliam Institute programme at the time of application, as assessed in accordance with these procedures.

4.6.6 Review and Appeal

An applicant has the right to seek a review of a decision by Clanwilliam Institute to refuse admission to a programme of study. An applicant may only seek this review on the following grounds:

1. Incorrect process. Specific evidence of irregularity in Clanwilliam Institute's application assessment process must be provided.
2. Specified/stated grounds where Clanwilliam Institute's decision was based on misinterpretation of data or information provided as part of the application process.

False or vexatious appeals will not be considered.

Requests for a review must be made in writing to the Director of Academic and Professional Programmes **within 10 working days** of the decision being communicated. The request must be accompanied by all relevant and supporting documentation and a fee of €50, to be refunded only if the review is successful.

The grounds for review will be considered by the Director of Academic and Professional Programmes or another qualified assessor, who is not involved in the original decision. The outcome of the review will be communicated in writing to the applicant normally **within 10 working days** of receipt.

If the applicant remains dissatisfied, they may seek to appeal through Clanwilliam Institute's formal Appeals Procedure in Procedure for Appeals (Section 3.7 of this manual). The fee for such an appeal is €100, refundable only if the appeal is successful.

4.6.7 Responsibility

- The **Academic and Professional Council** is responsible for approving the RPL opportunities set out in programme specific procedures by Programme Development Teams.
- **Admissions Staff** are responsible for overseeing the admission of learners to programmes under the oversight of the **Director of Academic and Professional Programmes**.
- The **Director of Academic and Professional Programmes** is responsible for ensuring that all awarding body entry and enrolment conditions are complied with.
- **Programme Leaders** are responsible for supporting the accuracy of programme-level information concerning delivery arrangements, participation expectations and learner support.
- **Programme Administration** is responsible for providing or signposting current information during enquiry, application, offer and pre-commencement stages.
- **Applicants** are responsible for providing accurate application information and confirming that they can meet the published delivery, technical and participation requirements.

4.6.8 Control Sheet

Policy and Procedure Title	**Access, Transfer and Progression**
Responsible Officer(s)	Director of Academic and Professional Programmes
Issuance Date	July 2014
Effective Date	July 2014
Last Revision Date	September 2026
Supersedes	Version 4.0, 2025
Next Revision Date	September 2027
Designated Reviewers	Board of Directors, Management Team, Academic and Professional Council
Scope	All programmes

4.6.9 REVISION HISTORY

Revision	Approval Date	Revision Description	Originator	Approved by
New Policy	July 2014	First Draft and Implementation of Policy	Training Programmes Advisor	Management Team and Board of Directors
Version 1.1	July 2016	Minor Amendments	Director of Professional and Academic Programmes	Management Team and Board of Directors
Version 2.0	May 2021	Major Revisions and Additions	Director of Professional and Academic Programmes	Academic and Professional Council
Version 3.0	July 2023	Review of policy & procedure	Director of Academic and Professional Programmes	Academic and Professional Council
Version 4.0	May 2025	Policy statement updated to include access requirements	Director of Academic and	Academic and Professional

Revision	Approval Date	Revision Description	Originator	Approved by
		and information transparency for programmes delivered via synchronous (live online) methods. Revisions clarify applicant technology expectations, communication at admissions and induction, and learner support for remote participation.	Professional Programmes	Council
Version 5.0	September 2026	Policy and procedure revised to align access, transfer and progression arrangements with QQI's 2023 blended and fully online learning guidelines. Updates clarify pre-enrolment information, blended delivery and participation requirements, minimum digital access and skills, learner support, and responsibilities throughout admissions and induction.	Director of Academic and Professional Programmes	Academic and Professional Council

5. STAFF RECRUITMENT, MANAGEMENT AND DEVELOPMENT

Quality Assurance Area:	Staff Recruitment, Management and Development
Policy Owner:	Director of Academic and Professional Programmes
Applicable to:	Staff

5.1 POLICY FOR STAFF RECRUITMENT, MANAGEMENT AND DEVELOPMENT

5.1.1 PURPOSE

The purpose of this policy is to set out the principles that underpin the recruitment, management and development of staff at Clanwilliam Institute, informed by QQI's Core Statutory QA Guidelines.

5.1.2 SCOPE

This policy applies to all part-time and full-time staff at Clanwilliam Institute holding teaching, administrative, management or support roles.

5.1.3 POLICY

Clanwilliam Institute is committed to sustaining a high-quality and supportive working environment that reflects the ethos and core values of Clanwilliam Institute:

- Professionalism and Integrity
- Excellence
- Respect for Equality and Diversity
- Collaboration

5.1.3.1 RECRUITMENT

Clanwilliam Institute's recruitment policy sets out the minimum requirements of a recruitment process that will:

- Attract and select the best possible applicants to vacancies.
- Identify prospective applicants who are best suited for work within Clanwilliam Institute.
- Meet the statutory requirements of the Equal Status Act 2000 - 2015 and Employment Equality Acts 1998 – 2015.
- Treat all applicants equally, fairly and transparently.
- Adhere to Clanwilliam's Equality and Diversity Statement.

5.1.3.2 ACADEMIC STAFF

Clanwilliam Institute has established the following criteria for the appointment of academic staff.

- Three years' relevant post-qualification experience.

- A Postgraduate qualification in an appropriate field.
- Current membership of an approved professional body.
- Excellent communication and presentation skills.
- For roles involving blended delivery, candidates must demonstrate appropriate experience or the capacity to develop competence in digital pedagogy, synchronous online teaching, accessible and inclusive teaching, learner engagement and the appropriate use of CWI's Digital Learning Environment.
- Job descriptions and person specifications will identify any blended-learning responsibilities and associated mandatory staff development requirements.
- Any identified development requirements must be addressed through induction and role-required professional development in accordance with the Digital Learning Implementation and Staff Development Plan 2026–2029.
- Commitment to academic integrity, including clear protocols for monitoring assessments and managing digital conduct in remote settings.

In addition, the following are deemed desirable:

- A qualification in teaching and learning.
- Relevant teaching, course design, and/or research experience.
- Supervision of projects at postgraduate level.

5.1.4 Equality and Diversity Statement

As an equal opportunity employer, Clanwilliam Institute will treat all its employees, potential employees, learners and clients fairly and equally irrespective of Gender, Marital status, Family status, Age Race, Disability, Religion, Sexual orientation, Membership of the Traveller community or other ethnic minority group.

Clanwilliam Institute is committed to promoting an affirmative place of learning and work that provides for equal opportunities for all current, future and potential staff and learners and where their dignity is protected and respected at all times.

This policy will apply to the recruitment, selection, work responsibilities and opportunities for career progression, salary, conditions for employees and training opportunities for learners and service provision to our clients.

Management is committed to the active implementation of this equality/ diversity policy. This includes securing and providing the financial and other resources needed as far as is reasonable.

All managers will have responsibility for ensuring the implementation of the policy in Clanwilliam and promoting a culture that supports this policy.

All staff have an important role to play in ensuring equality throughout Clanwilliam Institute and have a particular responsibility to engender respect for difference and to accommodate diversity.

Clanwilliam Institute recognises that harassment and bullying can severely damage working conditions and so all staff are required to support the commitment to maintaining a work and academic environment free of harassment and bullying.

5.1.5 Recruitment and Selection of Staff

Selection is based on merit, qualifications, abilities, skills, knowledge and attitude to perform a job effectively, efficiently and to the standards required now and into the future. Successful candidates must successfully demonstrate their suitability for appointment according to predetermined job-related selection criteria which is consistently applied throughout the recruitment process. The application of the Equality Policy also includes accommodating as much as possible the special needs of individuals to facilitate their participation in the recruitment and selection process.

5.1.6 Induction, Management and Development of Staff

Clanwilliam Institute is committed to promoting a work environment and organisational culture that is inclusive, dynamic and team oriented. This will be facilitated through the following:

- All new staff undertake a role-appropriate induction programme, which will include details of probation arrangements.
- Induction for faculty teaching in blended programmes includes orientation to synchronous teaching tools, strategies for online learner engagement, and ethical considerations for remote instruction.
    - All academic staff assigned to synchronous teaching must complete specific training in digital accessibility, remote pedagogy, and academic integrity for live online settings.
    - Ongoing CPD will be reviewed annually and is aligned with QQI expectations for blended learning and digital delivery. Staff will be supported through mentoring, peer observation, and thematic CPD events.
    - Participation in digital teaching CPD is logged and monitored as part of staff records and performance reviews.
- All staff are provided with a job description that outlines individual responsibilities and accountabilities.
- Clanwilliam Institute's Equality Policy is explained to new staff at induction. All staff will receive any updates that are made to this policy to ensure its effective and consistent implementation.
- All staff participate in an annual appraisal process, that reviews performance and sets objectives for the future.
- Supports for Continuing Professional Development (CPD) of all staff based on a number of factors including strategic value, cost, potential impact, experience of the staff member etc. Examples of CPD include:
    - Participation in internal workshops or seminars, including those which address remote teaching methods, including use of VLEs, digital communication, online assessment, and inclusive pedagogy for synchronous delivery. Mandatory digital learning development (including orientation to the Digital Learning Environment, the Moodle Design Standards, digital pedagogy, Universal Design for Learning and digital accessibility, and synchronous online teaching) is provided in accordance with the Digital Learning Implementation and Staff Development Plan 2026–2029, with input from the Digital Education Advisor.

- Attendance at external workshops, conferences or professional body organised events.
- Accredited and non-accredited learning.

Digital learning development needs and the effectiveness of staff development will be reviewed through completion records, learner and staff feedback, programme review, Moodle review findings and, where appropriate, mentoring or peer observation. Findings will inform refresher development, individual support and future staff development priorities.

5.1.7 Responsibility

- The **Director of Academic and Professional Programmes** is responsible for the collection, review and monitoring of staff and learner feedback in relation to appraisal of teaching performance and initiating any necessary actions to address issues or concerns arising from feedback.
- Working with other members of the Management Team, the **Director of Academic and Professional Programmes** is responsible for the recruitment, appointment and induction of faculty staff. This includes all staff employed in teaching and learner support roles.
- The **Candidate** is responsible for ensuring all information submitted to Clanwilliam Institute in their CV and application is up to date, accurate and verifiable.
- The **Director of Academic and Professional Programmes** has institutional oversight of staff development arrangements and completion of mandatory role-required development.
- The **Academic and Professional Council** is responsible for approving policy and associated procedures pertaining to staff development, making recommendations to the Board of Directors on resource allocation for staff development, and delegating appropriate functional responsibility for managing staff development to the **Director of Academic and Professional Programmes**.
- **Programme Leaders** support the consistent application of agreed digital teaching and Moodle standards within their programmes and identify relevant staff development needs.
- The **Programme Administrator** with designated responsibility for VLE administration supports staff orientation to the Digital Learning Environment and provides or signposts relevant administrative and technical guidance.
- The **Digital Education Advisor** provides specialist advice and contributes to staff development in digital pedagogy, educational technology, accessibility, Moodle practice and synchronous online teaching.
- The **Digital Education Working Group** reviews institutional digital learning development priorities and progress against the Digital Learning Implementation and Staff Development Plan 2026–2029.
- **Staff** are responsible for completing mandatory development applicable to their role and engaging with any agreed refresher or follow-up support.

5.1.8 Related Legislation, Regulation or Guidelines

- Core Statutory Quality Assurance Guidelines 2016 (QQI).
- Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines 2016 (QQI).

- The Employment Equality Acts (1998 – 2015)
- QQI Statutory QA Guidelines for Providers of Blended and Fully Online Learning Programmes (2023)
- CWI Digital Learning Environment Strategy 2026–2029 (internal, 2026)
- CWI Digital Learning Implementation and Staff Development Plan 2026–2029 (internal, 2026)
- CWI Moodle Design Standards (internal, 2026)
- CWI Digital Pedagogy Guidance for Academic Staff (internal, 2026)
- CWI Synchronous Online Teaching Guide (internal, 2026)
- CWI Moodle Best Practice Guide for Academic Staff (internal, 2026)

5.2 Procedure for Recruitment of Staff

5.2.1 Recruitment and Selection Procedures

Clanwilliam Institute operates coherent and consistent recruitment and selection procedures. These procedures are adhered to in the selection and recruitment of all new staff members. All new posts are approved by the Board of Directors on the recommendation of the CEO.

The Board of Directors must approve the appointment of staff to all approved posts, on the recommendation of the CEO, before that person may be formally offered a contract of employment.

5.2.1.1 Identification of Recruiting Panel

A recruiting panel for an approved post is established by the Management Team. This comprises at least two members of staff who are selected on the basis of being the most appropriate in relation to the post being advertised.

Where a post includes significant responsibility for blended delivery, digital pedagogy or educational technology, the recruiting panel may seek specialist input from the Digital Education Advisor or another appropriately qualified person.

This panel is responsible for shortlisting and interviewing candidates.

The panel makes a recommendation to the CEO for consideration by the Board of Directors.

5.2.1.2 Advertising

Clanwilliam Institute is an equal opportunities employer, and all new posts are advertised accordingly. Job descriptions and person specifications are outlined for each post and available to all applicants.

5.2.1.3 Selection Criteria

For roles involving blended delivery, the job description and person specification will identify the relevant digital teaching responsibilities. Shortlisting and interview criteria will consider the candidate's existing experience and their capacity to develop the required competence through induction and mandatory role-required development

Clanwilliam Institute ensures that all applicants receive correspondence regardless of whether they are successful in reaching the interview stage or not.

We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of their marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation.

Interview stage

- Successful short-listed candidates are invited to interview and provided with dates and times.
- Interviews are conducted in a manner in which candidates will be questioned broadly using the same set of criteria and broadly similar questions. The questions will be formulated from the essential criteria listed in the person specification and specific areas relevant to the post.
- Candidates will be given a score for their answers.

- Candidates will always be required to explain satisfactorily any gaps in employment as well as any anomalies or discrepancies in the information provided.

Successful Candidates

The Board of Directors will consider a recommendation from the CEO for the appointment of a staff member and may decide to make such an appointment subject to the satisfactory receipt of the following:

- ***Referee reports / Garda Clearance / Verification of qualifications***
    - References will be sought for all successful candidates in addition to verification of qualifications and copies of professional registration (if the post requires).
    - All therapists recruited by Clanwilliam Institute will be required to be registered with the Professional body FTAI (or equivalent).
    - Successful Candidates will also be required to complete Garda clearance forms.

Notification to Candidates

Each candidate will receive communication within two weeks of their interview to state if they have been successful at interview or not.

5.2.1.4 PROBATION

All newly appointed staff are subject to a probationary period of six months.

5.2.1.5 APPEALS

Unsuccessful interview candidates may request feedback in relation to their interview. Interview records will be retained for one month after the date of interview and shredded thereafter.

5.3 Procedure for Induction and Management of Staff

5.3.1 Induction

It is the responsibility of the **Director of Academic and Professional Programmes** to ensure all new staff undertake a general induction that includes:

- Introduction to Clanwilliam Institute including background, ethos, structures, strategies and plans.
- Academic and administration procedures and regulations (including the Equality and Diversity policy).
- Overview of the IT and communications systems.
- Overview of health and safety requirements.

Academic and programme administration staff must undertake additional induction that covers:

- Roles and responsibilities of academic and administration staff.
- QA Policies and Procedures.
- Other relevant material from awarding bodies.
- Learner supports available.
- Staff development opportunities.
- Programme Document and Approved Programme Schedule.
- Introduction to the Virtual Learning Environment.
- Introduction to Teaching, Learning and Assessment at Clanwilliam Institute.

Academic staff with limited teaching experience and/or live team supervision experience, are assigned a mentor from the academic faculty to support them in the first academic year and provide guidance on pedagogy and assessment. This may include observation of teaching by the mentor and support in dissertation and grading of clinical work.

Where applicable to the staff member's role, induction will also include:

- Orientation to CWI's Digital Learning Environment and relevant support routes
- Moodle administration or Moodle Design Standards, as applicable
- Digital pedagogy and the principle of pedagogy before technology
- Universal Design for Learning and digital accessibility
- Synchronous online teaching and the appropriate use of technology
- Learner engagement, participation and belonging in synchronous environments
- Relevant privacy, confidentiality, data protection and academic integrity requirements

Mandatory digital learning development will be completed before the staff member undertakes the relevant responsibilities or within an agreed induction period, as specified in the Digital Learning Implementation and Staff Development Plan 2026–2029.

5.3.2 MANAGEMENT

The staff appraisal process supports the cyclical review of performance of roles, the achievement of goals and objectives, and the implementation of staff development plans. It also focuses on future goals, objectives and development plans in the context of evolving operational responsibilities and career development.

Where a staff member's role includes blended or digitally supported teaching responsibilities, probation and performance development processes may consider completion of mandatory development, application of relevant institutional standards and any further support or refresher development required.

5.3.2.1 PROBATION REVIEWS

Probation reviews are carried out with all newly appointed staff in the first six months of appointment.

At the end of the initial probation the staff member meets with the Director of Academic and Professional Programmes and the CEO to complete the Initial Probation Review Form. Following the successful completion of this review the staff member is informed of the final probationary period. Where a staff member does not meet the required standards as set out in the review, he/she will be informed of this, and the probationary period will be extended. The final decision is made by the CEO in consultation with the Director of Academic and Professional Programmes.

The staff member meets with the CEO and Director of Academic and Professional Programmes for interview and to complete the 'Final Probation Review Form.' Following this interview, the CEO and the Director of Academic and Professional Programmes make the final decision which is then communicated to the staff member by the Director of Academic and Professional Programmes. In the event of an unsatisfactory performance, this will be discussed with the staff member during the time between the initial probation period and the final probation period. If proven to be unsatisfactory, the staff member will be informed of this and their employment discontinued.

5.3.2.2 PERFORMANCE DEVELOPMENT REVIEW

Staff are assisted in the performance of their duties through supervision and consultations with the Director of Academic and Professional Programmes and/or their appropriate line manager. A staff member can be requested to engage in a Performance Development Review process. The aim of this process is to assist the staff members in identifying areas of work that need to be attended to by setting objectives and goals. This will be carried out by the Director of Academic and Professional Programmes or a designated other.

5.3.2.3 PERFORMANCE IMPROVEMENT PLAN

The Purpose of the Performance Improvement Plan is to give employees the opportunity to improve capability, performance and/or conduct which has fallen below required expectations or standards and offers the staff member a period of time to demonstrate sustained improved performance.

The Performance Improvement Plan applies to, but is not limited to, issues surrounding meeting expectations and standards with respect to safety, quality and performance of work, work habits, attendance, and general conduct.

Where the employee has issues relating to capability, performance and/or conduct, which is of a serious nature and breaches the Clanwilliam Institute policies and procedures, any disciplinary action taken is usually not accompanied by a Performance Improvement Plan.

A Performance Improvement Plan may be aligned with the appropriate step in the Disciplinary Procedure (verbal counselling, verbal warning, first written warning or final written warning).

5.4 Procedure for Staff Applying for Continuing Professional Development Support

5.4.1 Procedure

This procedure applies to discretionary staff-initiated requests for CPD support, such as further formal study or conference attendance. It is separate from mandatory role-required digital learning development, which is scheduled and monitored institutionally in accordance with the Digital Learning Implementation and Staff Development Plan 2026–2029 and does not require an application under this procedure.

1. The staff member applying for CPD support is encouraged to seek advice and input on their proposed application informally from their manager prior to submitting a formal application.
2. The staff member applying for CPD sends a written request to their manager outlining the following:
    I. The specific nature of the CPD they wish to have approved such as further formal study or conference attendance.
    II. Details of the support requested from Clanwilliam Institute such as time off or financial support.
    III. The potential value/benefit of the CPD to the staff member as an individual, and by extension to Clanwilliam Institute.
3. The Manager considers the application and where the request has *no or negligible* resource implications, they may approve the request and communicate the outcome directly to the staff member.
4. Where the request has significant resource implications, the Manager should bring the request to the Management Team for consideration, along with their recommendation.
5. Where an application is approved, this may be conditional. Any conditions will be communicated to the staff member at the same time the outcome is communicated. An example of a condition might be: sponsored attendance at a conference is conditional to the staff member facilitating a CPD session for peers based on learning from that conference after their return.

5.4.2 CONTROL SHEET

Policy and Procedure Title	**Staff Recruitment, Management and Development**
Responsible Officer(s)	Director of Academic and Professional Programmes
Issuance Date	July 2014
Effective Date	July 2014
Last Revision Date	September 2026
Supersedes	Version 4.0, 2025
Next Revision Date	September 2027
Designated Reviewers	Board of Directors, Management Team, Academic and Professional Council
Scope	All programmes

5.4.3 REVISION HISTORY

Revision	Approval Date	Revision Description	Originator	Approved by
New Policy	July 2014	First Draft and Implementation of Policy	Training Programmes Advisor	Management Team and Board of Directors
Version 1.1	July 2016	Minor Amendments	Director of Professional and Academic Programmes	Management Team and Board of Directors
Version 2.0	May 2021	Major Revisions and Additions	Director of Professional and Academic Programmes	Academic and Professional Council
Version 3.0	July 2023	Review of Policy and Procedure	Director of Academic and Professional	Academic and Professional Council

Revision	Approval Date	Revision Description	Originator	Approved by
			Programmes	
Version 4.0	May 2025	Integrated recruitment, induction, and CPD procedures to align with QQI blended delivery requirements and support high-quality remote teaching. staff training and competence measures for synchronous teaching, including monitoring and quality assurance protocols, in alignment with QQI guidelines.	Director of Academic and Professional Programmes	Academic and Professional Council
Version 5.0	September 2026	Updated CPD provisions to reference the Digital Learning Implementation and Staff Development Plan 2026–2029, and clarified that mandatory digital learning training is distinct from discretionary CPD support.	Director of Academic and Professional Programmes	Academic and Professional Council

6. TEACHING AND LEARNING

6.1 POLICY FOR TEACHING AND LEARNING

Quality Assurance Area:	Teaching and Learning
Policy Owner:	Director of Academic and Professional Programmes
Applicable to:	Staff

6.1.1 PURPOSE

The purpose of this policy is to set out the principles governing teaching and learning across Clanwilliam Institute's onsite, blended and digitally supported provision.

6.1.2 SCOPE

This policy applies to all programmes delivered by Clanwilliam Institute, irrespective of delivery mode. Each programme will include an approved programme-specific Teaching, Learning and Assessment Strategy that identifies how its intended learning outcomes will be supported and achieved through onsite, synchronous online and digitally supported learning activities, as applicable.

6.1.3 CONTEXT

Clanwilliam Institute provides academic courses for those who wish to pursue professional and academic accreditation in the mental health services. These programmes ensure a culturally sensitive relational approach embedded in a core philosophical and theoretical framework reflecting the principles and practices of ethics and reflexivity. Theoretical ideas underpinning teaching and learning in Clanwilliam include encouraging "a critical stance towards taken for granted knowledge".

As practitioners, therapists and mental health professionals have an obligation to engage in lifelong learning and continuous professional development. Clanwilliam courses provide this opportunity for Mental Health professionals to advance their knowledge base and increase their range of practice skills.

Clanwilliam provides Education that is accessible, Learner centred, responsive and provides opportunities for personal growth and reflection.

Clanwilliam is committed to placing the learner at the centre of the learning process. It aims to ensure that the learner's experience is supportive, challenging, engaged and empowering. The institute is committed to the integration of academic, research and professional fields of knowledge in its approach to scholarship. Clanwilliam community strives to foster an approach to knowledge and practice that is grounded in caring, curiosity, critical engagement and reflexivity, that contributes to personal as well as professional development and that encourages civic engagement.

Clanwilliam is committed to continuously developing pedagogical strategies and a facilitative learning environment in order to meet these aims.

Clanwilliam Institute's Digital Learning Environment complements its established educational philosophy and

relational, reflective and learner-centred approach to teaching and learning. Digital technologies and delivery approaches will be selected according to their educational purpose, having regard to the intended learning outcomes, learner needs, accessibility, teaching methodology and the nature of the learning activity.

Where synchronous online delivery is used, it will support the same standards of academic quality, learner participation, interaction and support as onsite delivery. Onsite delivery will remain central where physical presence is necessary to support the relational, experiential, clinical or interpersonal nature of the learning.

6.1.4 Core Principles of Clanwilliam's Teaching and Learning Policy

Clanwilliam Institute's Teaching and Learning Policy is based on the following core principles:

6.1.4.1 Flexible Lifelong Learning

Clanwilliam Institute is committed to preparing learners for lifelong learning and continuing professional development. It takes account of relevant contextual factors, including age, prior educational experience, professional experience and individual learning needs, when supporting learners and their learning pathways.

The Institute seeks to build upon learners' motivation, autonomy and commitment to professional values, principles and ethics. It provides flexible and personalised learning opportunities through appropriate institutional practices, pedagogical approaches and the purposeful use of approved digital technologies. To this end it is committed to exploring and enhancing its accreditation and award systems within professional accreditation structures and the European Credit Transfer System, and to placing all of its awards on the National Framework of Qualifications

6.1.4.2 Access

Clanwilliam Institute fosters diversity within the learner body through appropriate access routes and practices that support different learning needs and approaches. Access is available through direct entry and Recognition of Prior Learning. Teaching, learning and digital resources will be developed with regard to accessibility and Universal Design for Learning principles.

6.1.4.3 Dialogue

Clanwilliam Institute continues to develop a culture of active and ongoing inter-community dialogue through formal and informal means. This includes learner participation in decision making and the development of multiple fora for feedback and consultation. These opportunities for dialogue, feedback and consultation will be supported across onsite and digital learning environments.

Clanwilliam Institute is also committed to developing dialogue within the professional and disciplinary communities of Family Therapy, both nationally and internationally. To this end it establishes links between its academic programmes and professional activities and raises levels of awareness and participation within and beyond Clanwilliam.

6.1.4.4 Promotion of Learning

Clanwilliam Institute will provide learners with varied and appropriate pedagogical approaches that support the achievement of programme learning outcomes. Approved digital technologies may be used where they add educational value, improve access to learning and feedback, or support meaningful interaction,

collaboration and reflection.

6.1.4.5 Mutual Respect

Positive, supportive and respectful relationships are promoted between learners, faculty, supervisors, staff and peers. This approach is integral to the practice of systemic psychotherapy and to maintaining an environment conducive to learning. The same standards of professional, respectful and inclusive engagement apply across onsite and digital learning environments.

6.1.5 Responsibility

- The **Director of Academic and Professional Programmes** is responsible for the implementation, review and development of this policy and for oversight of the quality of teaching and learning across approved delivery modes
- **Programme Leaders** are responsible for implementing and monitoring the programme-specific Teaching, Learning and Assessment Strategy and for confirming that teaching and learning activities remain appropriate to the programme, its learners and its intended learning outcomes
- The **Digital Education Advisor** and **Digital Education Working Group** provide advice and oversight, within their respective roles, on digital pedagogy, accessibility, approved educational technologies and the development of the Digital Learning Environment
- **All staff, faculty and associate faculty** are responsible for applying this policy within their roles, contributing to its review and using approved teaching approaches and technologies appropriately.

6.1.6 Related Legislation, Regulation or Guidelines

- Core Statutory Quality Assurance Guidelines 2016 (QQI).
- Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines 2016 (QQI).
- The Employment Equality Acts (1998 – 2015)
- QQI Statutory QA Guidelines for Providers of Blended and Fully Online Learning Programmes (2023)
- CWI Digital Learning Environment Strategy 2026–2029 (internal, 2026)
- CWI Digital Learning Implementation and Staff Development Plan 2026–2029 (internal, 2026)
- CWI Moodle Design Standards (internal, 2026)
- CWI Digital Pedagogy Guidance for Academic Staff (internal, 2026)
- CWI Synchronous Online Teaching Guide (internal, 2026)
- CWI Moodle Best Practice Guide for Academic Staff (internal, 2026)
- National Academic Integrity Network, Framework for Academic Misconduct Investigation and Case Management, 2023
- National Academic Integrity Network, Generative Artificial Intelligence: Guidelines for Educators, 2023
- N-TUTORR, Compendium for Academic Integrity Case Management, 2025

6.2 Procedure for Teaching and Learning

6.2.1 Promotion of Learning

Teaching and learning activities will be selected with reference to the programme's intended learning outcomes, learner profile, approved delivery mode and programme-specific Teaching, Learning and Assessment Strategy. Activities may take place onsite, through synchronous online teaching or through CWI's Digital Learning Environment, as specified in the approved programme documentation.

Learners are provided with a wide range of teaching and learning opportunities including:

- Live on-site clinical supervision with referred clients
- Retrospective clinical supervision
- Didactic methods
- Team teaching
- Self-directed learning
- Personal and professional development groups
- Case consultation and personal reflection on an individual and team basis
- The development of interactive learning activities which involve active experiential learning opportunities reflection and review. (e.g. role play, peer consultations, reflecting team processes integration of theory and practice)
- Collaborative Learning learners are encouraged to use the clinical team and other learners as a collaborative learning resource e.g. reflections on practice and learning are offered by peers in teams.
- Synchronous online seminars, tutorials and interactive workshops
- Structured access to learning materials and resources through Moodle
- Digitally supported discussion, collaboration, reflection and feedback
- Appropriate preparation and consolidation activities surrounding scheduled teaching

6.2.2 Qualifications of Staff

All clinical supervisors must have a minimum of a Master's degree in systemic psychotherapy, be members of FTAI (Family Therapy Association of Ireland), have a qualification in supervision recognised by FTAI or an equivalent professional association and have many years of therapeutic and teaching experience.

All seminar presenters are experts in their field and are invited to share this knowledge with our learners. Most seminar presenters have Masters or Doctorate level degrees, but some presenters are invited to speak not because of their academic qualifications but because of their very relevant life experience that will further the learners' knowledge in an area of particular concern, such as asylum seekers or refugees.

Mechanisms for updating the programme in consultation with stakeholders include:

- Formal professional programme accreditation processes
- Faculty and guest speakers in lectures, alumni, talks, and the year 4 professionalising programme
- Statutory body and professional body membership of Boards and Committees, in particular the highest Academic body, the Academic and Professional Council

- From the position of Clanwilliam as a major employer of family therapists, both as teachers and as practitioners
- External Examiners, who are leading academics and professional body members in the field of systemic psychotherapy. It is Clanwilliam practice to recruit External Examiners internationally, in particular from the UK
- International speakers to present to Learners and Faculty
- Attendance and presentation at international conferences
- Networking with other courses
- Formal and informal relationships with other Higher Education institutions, including through external examining as demonstrated in Faculty CVs
- Formal and informal relationships with other Professional Body organisations, including through editorial roles on professional journals as demonstrated in Faculty CVs
- Learner and staff feedback on onsite, synchronous online and digitally supported teaching, including accessibility, engagement, use of Moodle and access to support
- Advice and review undertaken through the Digital Education Advisor and the Digital Education Working Group, where relevant

These multiple levels of interaction maintain the relevance of the programme and are enhanced by formal and informal connections with professional bodies.

Staff assigned to blended or digitally supported teaching must have, or undertake development to acquire, the competence required for their role. This may include digital pedagogy, synchronous online teaching, use of approved educational technologies, learner engagement, accessibility, Universal Design for Learning and academic integrity. Applicable development requirements are addressed through the staff recruitment, induction and development arrangements set out in Section 5.

6.2.3 Flexible Learning Pathways

Clanwilliam Institute maintains a responsive, supportive and appropriately resourced learning environment through varied learning opportunities and ongoing review of learner and programme needs. The diversity of learners is respected across onsite and digital learning environments, and appropriate supports or alternative arrangements may be considered where a learner's circumstances require them, such as:

- A deferral of study
- Provision of extra tuition/support
- Individual learner contracts

These options are covered under extenuating and/or mitigating circumstances. If there are circumstances that affect assessment performance, (e.g., illness, death in the family, etc.) a learner may submit an application for consideration of mitigating circumstances.

6.2.4 Modalities of Course Delivery

The delivery mode for each programme will be specified in its approved programme documentation and communicated clearly to learners before enrolment. CWI's approved blended provision combines onsite and synchronous online teaching, supported by the Digital Learning Environment.

The selection and use of each mode will be informed by:

- The intended programme and module learning outcomes
- The learner profile and identified learner needs
- The nature of the teaching and learning activity
- Accessibility and opportunities for equitable participation
- Requirements for interaction, reflection, collaboration and feedback
- Relevant academic, clinical, professional and regulatory requirements
- The need for onsite relational, experiential, clinical or practice-based engagement

Moodle and other approved digital systems may support access to information and resources, preparation for scheduled teaching, communication, reflection, assessment, feedback, learner support and consolidation of learning. These activities support CWI's approved onsite and synchronous delivery and do not constitute asynchronous programme delivery.

Staff delivering synchronous online teaching are expected to:

- Use CWI-approved systems and platforms
- Plan activities that are appropriate for live online participation
- Provide clear information on attendance, participation and online conduct
- Facilitate meaningful interaction between learners, staff and peers
- Support equitable participation, accessibility and learner belonging
- Use Moodle in accordance with the Moodle Design Standards
- Align teaching activities with the approved curriculum and intended learning outcomes
- Follow the applicable arrangements for learner attendance, engagement, privacy, data protection and technical disruption

The quality and effectiveness of each delivery mode will be considered through learner and staff feedback, programme monitoring, internal quality assurance review and programme review or revalidation. Identified issues will inform appropriate programme, staff development or Digital Learning Environment enhancements.

Any proposed change to an approved delivery mode will be considered through CWI's programme modification, governance and external approval arrangements, as applicable.

6.2.5 Pedagogical Methods

Pedagogical methods are monitored and evaluated to determine their continued suitability for the learners, learning outcomes and approved delivery mode. This includes consideration of teaching quality, learner

engagement, accessibility, interaction and feedback across onsite and digital learning environments. Academic staff are encouraged to share effective and innovative practices with colleagues and to engage in relevant continuing professional development.

See section 6.4 Digital Pedagogy Guidance for Academic Staff for additional details on teaching in an online environment.

6.2.6 AUTONOMOUS LEARNERS

CWI supports learners to develop the capacity for self-directed and reflective learning appropriate to their programme and stage of study. Learners are provided with relevant guidance, learning resources, feedback and opportunities to reflect on and take responsibility for their progress.

Where digital systems form part of the learning experience, learners will receive appropriate information and orientation concerning their use. Self-directed study and access to digital resources complement scheduled onsite and synchronous online teaching and do not replace the attendance, participation or engagement requirements of the programme.

6.2.7 CONTROL SHEET

Policy and Procedure Title	**Teaching and Learning**
Responsible Officer(s)	Director of Academic and Professional Programmes
Issuance Date	July 2014
Effective Date	July 2014
Last Revision Date	September 2026
Supersedes	Version 4.0, 2025
Next Revision Date	September 2027
Designated Reviewers	Board of Directors, Management Team, Academic and Professional Council
Scope	All programmes

6.2.8 REVISION HISTORY

Revision	Approval Date	Revision Description	Originator	Approved by
New Policy	July 2014	First Draft and Implementation of Policy	Training Programmes Advisor	Management Team and Board of Directors
Version 1.1	July 2016	Minor Amendments	Director of Professional and Academic Programmes	Management Team and Board of Directors
Version 2.0	May 2021	Minor Amendments	Director of Professional and Academic Programmes	Academic and Professional Council
Version 3.0	July 2023	Review of policy and procedure	Director of Academic and Professional Programmes	Academic and Professional Council

Revision	Approval Date	Revision Description	Originator	Approved by
Version 4.0	May 2025	Policy updated to incorporate standards and expectations for synchronous (live online) teaching. Revisions clarify delivery methods, faculty responsibilities, and quality assurance processes for online learning environments, aligned with QQI blended learning guidelines.	Director of Academic and Professional Programmes	Academic and Professional Council
Version 5.0	September 2026	Policy and procedure updated to reflect CWI's blended and digitally supported provision, including delivery-mode selection, digital pedagogy, accessibility, learner engagement, staff competence and the monitoring of teaching and learning across onsite and digital environments. The Blended Learning Strategy – Synchronous Delivery (formerly Section 6.3) has been removed and replaced by the Digital Learning Environment Strategy 2026–2029, which is maintained as a separate controlled document.	Director of Academic and Professional Programmes	Academic and Professional Council

7. LEARNER ASSESSMENT

Quality Assurance Area:	Assessment of Learners Programmes of Education and Training
Policy Owner:	Director of Academic and Professional Programmes
Applicable to:	Staff and Learners

7.1 POLICY FOR LEARNER ASSESSMENT

7.1.1 PURPOSE

The purpose of this policy is to establish Clanwilliam Institute's principles and requirements for the fair, consistent, valid and reliable assessment of learners across all approved programmes and delivery modes. This policy provides the overarching framework for the design, conduct, marking, moderation and review of learner assessment. It is implemented through CWI's associated assessment procedures, including those relating to academic misconduct, internal moderation, external examining, reasonable accommodation, extenuating circumstances, appeals and the approval and communication of results.

7.1.2 SCOPE

This policy applies to all learners and to all staff involved in the design, conduct, marking, moderation, administration and review of formative and summative assessment. It applies to assessment conducted or submitted onsite, synchronously online or through approved digital systems.

7.1.3 POLICY

Clanwilliam Institute assesses learners against the intended learning outcomes and academic or professional standards of their approved programme. Assessment methods will be appropriate to the learning outcomes, programme level, learner profile and approved mode of delivery.

Assessment will be conducted transparently and consistently, with appropriate arrangements for accessibility, reasonable accommodation, academic integrity, learner identity, authorship, confidentiality and the security of assessment materials and records.

Learners will receive clear and timely information about assessment methods, criteria, submission requirements, deadlines, feedback, permitted use of artificial intelligence and any applicable identity-verification or technical requirements.

7.1.4 PRINCIPLES FOR ASSESSMENT

The assessment of learners is underpinned by the following principles, which are supported by QQI's Core QA Guidelines (2016):

7.1.4.1 LEARNER RESPONSIBILITY

Learners are informed at the start of the year how course work will be assessed.

It is the responsibility of the institute to ensure that learners are advised of assessment requirements.

It is the responsibility of the learner to ensure that assessments are submitted on time and in accordance with regulations.

It is the responsibility of the learner to present themselves at the time appointed for any formal assessment which is a component of a programme of study.

Learners are expected to notify faculty in advance of any technical difficulties that may interfere with assessment deadlines or live participation.

If a learner fails to present themselves for an assessment or submit an assessment on time without having requested and obtained and extension, they shall normally be deemed to have failed the assessment. In such cases a 'null value' shall be recorded against the learner's subject assessment attempt.

7.1.4.2 Fairness and Consistency

Fairness and consistency require that Assessment procedures accommodate the natural diversity of learners, within the framework of Academic and Professional body regulations and policies.

Fairness requires that assessment (including tasks, criteria, procedures and inferences) should be unbiased and not discriminate. No particular person or group should be unfairly advantaged or disadvantaged by, for example: the conduct of assessment; the construction of the assessment tasks and criteria; the grading processes; the regulations; conflicts of interests; or prejudice etc.

Consistency requires that comparable performance levels are reflected in comparable marks.

While training requires consistency across time and populations of learners, this does not require similarity of assessment methods, merely similarity of outcome.

7.1.4.3 Credibility

Assessment procedures ensure that Assessment is fit for purpose, is and is seen to be, fair and consistent.

Assessors and examiners are appropriate and well informed about the programme and its objectives; and assessment regulations are communicated clearly to all involved.

7.1.4.4 Assessment supports standards based on learning outcomes

The aim of the programme is to produce graduates who are capable of competent independent practice as family therapists.

The programme is coherently structured towards achieving this aim and is oriented towards the achievement by learners of its intended programme learning outcomes.

The purpose of assessment is to enable learners to demonstrate that they have achieved the learning outcomes of their programme of study, and therefore have achieved the standard required for the award they seek.

Leaners achieve their awards and award classification based on criterion referenced assessment of learning outcomes, programme learning outcomes and module learning outcomes.

All learning outcomes are consistently aligned with QQI Awards standards.

7.1.4.5 Assessment promotes and supports effective learning and teaching

The assessment strategy promotes learning through appropriate design at each level and by the provision of appropriate feedback on learner progress.

Both formative and summative methods of assessment are aligned to learning outcomes and designed to support learners in assessing their own progression.

7.1.4.6 Learner Representation

Learners are involved in the periodic review of assessment procedures. Ongoing learner feedback is gathered in the following forms:

- regular focused feedback on particular areas of the learner experience such as seminars and clinical groups
- end of year evaluations, which gather feedback on the total learning experience for the year
- informal feedback throughout the year.

This feedback feeds into the agenda for monthly Faculty meetings, annual reviews, and is utilised in ongoing programme monitoring and review.

7.1.4.7 Attendance and Participation in Assessment

Learners are expected to attend and participate in scheduled assessments, whether conducted onsite or synchronously online, and to comply with the assessment arrangements communicated by Clanwilliam Institute.

This includes:

- attending at the specified date, time and location or joining through the approved online platform
- bringing or accessing any required equipment, materials or identification
- following applicable instructions relating to conduct, confidentiality, supervision and academic integrity
- participating appropriately in presentations, oral assessments, practical assessments and other scheduled activities
- notifying the relevant staff member as soon as possible where illness, technical difficulty or another significant circumstance may prevent participation.

Failure to attend or participate without an approved deferral, extension or other agreed arrangement will normally be managed in accordance with the provisions for unsatisfactory work and the applicable programme regulations.

7.1.4.8 Review of Assessment Methodologies

Clanwilliam Institute reviews on a regular basis programme and subject assessment methodologies in terms of:

- Fairness and consistency of its assessment methodologies and practices
- Its range of assessment methodologies

- Effectiveness of policies on Recognition of Prior Learning; extenuating circumstances; reasonable accommodation; in particular, that these provide the necessary flexibility of assessment procedures subject to the need to be fair, consistent, valid, reliable and practical.
- Transparency of assessment processes and criteria
- Clarity of assessment tasks
- Consistency of design and scheduling of assessment tasks
- Availability and effectiveness of grading schemes
- Appropriateness, accessibility and security of onsite and digital assessment environments, facilities, platforms and equipment
- The continued appropriateness of the assessment mode in relation to the intended learning outcomes and learner experience
- Appropriateness of repeat assessments
- Maintenance of records to facilitate monitoring and reviews.
- Review and ensuring secure and accurate storage of submitted and marked assignments.

7.1.5 Design of Learner Assessment

Learner assessment will be designed as an integral part of the programme learning experience and will be aligned with the approved programme and module learning outcomes, applicable award standards and programme assessment strategy.

Assessment design will:

- provide learners with appropriate opportunities to demonstrate achievement of the intended learning outcomes
- use assessment methods and criteria appropriate to the programme level, subject matter and academic or professional competencies being assessed
- support valid, reliable, fair, transparent and consistent assessment decisions
- include an appropriate balance of formative and summative assessment
- consider the sequencing, volume and overall workload of assessment across the programme
- support authentic demonstration of learning and the maintenance of academic integrity
- take account of accessibility, inclusion and Universal Design for Learning principles
- facilitate reasonable accommodation where this does not compromise the intended learning outcomes or academic standards
- provide appropriate opportunities for feedback that supports learner development and progression.

The assessment method and mode will be selected according to the intended learning outcomes and the nature of the knowledge, skills or competencies being assessed. Assessment may be conducted onsite, synchronously online or through approved digital systems. Technology will be used where it provides an appropriate educational or assessment benefit and will not determine the assessment design in itself.

Assessment arrangements will take account of the environment in which the assessment is conducted, including suitable facilities, equipment, accessibility, confidentiality, learner identity, supervision and the security of assessment materials and records.

Assessment briefs, criteria, weightings and arrangements will be consistent with the approved programme documentation. Material changes to an approved assessment method, weighting, learning outcome or assessment strategy must follow the relevant programme modification and academic approval processes.

7.1.6 UNSATISFACTORY WORK

The failure of any learner to attend regularly or to submit required course work may lead to her or his results not being presented to the exam board.

Assessed work which is submitted late without an agreed extension will usually be regarded as an automatic fail.

Where a piece of work is considered borderline or unsatisfactory, it will be seen by an External Examiner. The Examination Board will consider all marks awarded and comments made by internal and external assessors and will make the final decision on whether it be treated as a pass or a fail.

Each piece of work must normally reach pass standard, or the learner will be required to repeat that assessment.

Learners must normally have passed all the pieces of assessed work and handed in any required work due for submission in one year before they can start the subsequent year of the course.

Where the Examination Board is satisfied that circumstances justify such action, an assessment may be regarded as deferred, rather than failed.

Where a learner is judged to have failed an assessment, the exam board will consider any reasons that may have affected the learner's ability to reach the required standard and any genuinely exceptional circumstances which might justify waiving or modifying the normal application of these regulations. The Board will then decide what action to take. The Board may also ask to hear from the learner's supervisor. The Board has full discretion within the general rules of the Institute, as to how to apply the programme regulations to the circumstances of each individual case.

Subject to the above decision of the Examination Board where a learner has failed a written project or examination, the learner will be given one opportunity to repeat a failed assessment before the beginning of the subsequent Academic Year. In the case of Continuous Assessment, where it appears to the Trainers that a learner is failing in a subject, either at mid-year evaluation or at any other time, that matter will be brought to the attention in the first instance of the Director of Academic and Professional Programmes who has the discretion to involve the External Examiner at this stage. An individual Learning Plan will be devised in order to assist the learner address the areas causing concern. A written report from the faculty will be produced for the Examination Board on this process in relation to each learner.

Other than in exceptional cases, learners may not repeat more than two assessments per academic year in the Autumn term.

In exceptional cases where poor continuous assessment marks are available to the exam board, alternative assessment may be determined. Arrangements for such alternative assessment shall be determined by Course Boards. Such determination will be subject to maintaining academic standards. In such a case,

specific arrangements for appropriate re-distribution of continuous assessment marks in autumn examinations will be determined by the Course Boards, if appropriate.

Where a learner repeats an assessment and fails that assessment, or in the case of Continuous Assessment where the learner fails that assessment, and subject to the above discretion of the Examination Board the learner will be required to repeat that subject for that year. Other than in exceptional cases, learners may not repeat more than half of the subjects on the approved programme schedule per academic year. Learners may be required to attend teaching inputs for the required subjects.

Learners who are required to repeat any part of an academic year will be subject to the full fees for the whole of that Academic year.

Assessment methods may be conducted onsite, synchronously online or through an approved digital system, according to the nature of the assessment and the approved programme arrangements. The academic standards, assessment criteria and moderation requirements will apply consistently across all modes.

7.1.7 Assessment Methods

7.1.7.1 Formative Assessment

Formative assessments are incorporated into the assessment strategy to promote learner awareness of, and reflections upon, their own learning. As with summative assessment, formative assessment is presented in a range of formats, and includes:

- Feedback from live supervision
- Self-assessment
- Peer assessment
- Reflective journaling
- Systemic formulations
- Practical assessments.

In addition, learners are given opportunities to prepare and receive feedback in mid-year evaluations. In-class discussion is used for formative assessment, particularly in relation to clinical skills and theory-integration. Learners are monitored closely in the supervision group to ensure they play a constructive role within the team and contribute to and benefit from the programme.

All formative assessment feedback is constructive, acknowledging strengths and achievements, and also identifies where further work, effort and/or support is required. Formative assessment incorporates opportunities for reflective learning.

7.1.7.2 Summative Assessment

Summative assessment strategies on Clanwilliam Institute programmes includes:

- Written assignments
- Presentations
- Continuous assessment

- Dissertation.

All summative assessments are grounded in a clear and structured brief. Written work is required in a variety of genres and styles, in order to develop skills in articulating complex ideas clearly across a variety of audiences, requirements and contexts. Dissertation and Ethics Research submissions develop learners' ability to communicate scientific activity, results and evaluation in a manner that contributes to the profession of Family Therapy.

Summative assessments are complemented by formative assessments in each module. Learner presentations both summative and formative, including verbal, written and poster (e.g. genogram) presentations - develop communication skills and enable learners to present scholarly information in a succinct style that can be easily understood. Learners are expected to present systemic formulations of their work, and to link theory to practice. They are encouraged to discuss and debate current topics formulating key areas of professional and personal development.

Formal examinations in the form of oral and written clinical presentations, at each level, assess knowledge, comprehension, and evaluation of theory. Case studies allow learners to demonstrate integration of learning across subjects and apply developing professional skills to real scenarios. Written assignments assess academic and professional communication skills, academic writing competence, the use of concepts and language important to Family Therapy, and critical thinking.

Summative assessment may include written assignments, dissertations, presentations, oral assessments, practical or clinical demonstrations, case-based assessments and continuous assessments. Scheduled presentations, oral assessments and practical assessments may be conducted onsite or synchronously online, where permitted by the approved programme arrangements.

Moodle is the normal submission point for digitally submitted assessment work. Microsoft Teams or another approved platform may be used to conduct live presentations, oral assessments or practical demonstrations. All assessment is subject to the same approved criteria, academic integrity requirements, moderation and external examining arrangements, irrespective of the mode through which it is conducted.

7.1.7.3 Assessment Integrity, Identity and Authorship

Appropriate arrangements will be applied to support academic integrity and confirm learner identity and authorship across all assessment modes.

These arrangements may include:

- confirming learner identity at an onsite or synchronous online assessment
- requiring access through an individual institutional Moodle or Microsoft Teams account
- supervised or invigilated assessment
- declarations of authorship and permitted use of artificial intelligence
- oral questioning or discussion relating to submitted work
- maintenance of attendance, submission and assessment records
- investigation of irregularities in accordance with the Policy and Procedure for Academic Integrity.

The arrangements used will be proportionate to the nature and level of the assessment and will respect learner privacy, confidentiality and accessibility requirements. Where identity, authorship or the integrity of the assessment cannot reasonably be established, the assessment may be paused, withheld from processing or rescheduled pending appropriate review.

7.1.8 Grading, Moderation and Results

7.1.8.1 Internal and External Assessors

Assessors are competent persons who exercise an assessment function on behalf of the provider. They include:

- Internal assessors are members of the provider's staff.
- External assessors are not members of the Clanwilliam Institute's Faculty staff.

Assessors should reach their professional judgments and decide their recommendations independently. However, they are accountable to the provider for the standards they use and for the fairness and consistency (including reliability and validity) of their methods.

External Examiners are not assessors, but are part of the process of guaranteeing consistency, fairness and grading of learners by faculty members.

7.1.8.2 Moderation

Moderation aims to ensure that appropriate standards are met in marking assessments, and that consistency of standards is maintained. Moderation contributes to the continuous improvement of assessment practices and to sharing good practice among colleagues.

Faculty involved in synchronous delivery are responsible for:

- Aligning remote assessment processes with QAM moderation and feedback policies.
- Ensuring assessment briefs are adapted for synchronous contexts.
- Applying internal moderation and external examining practices equally across all delivery modes.

Moderation can be internal, external or both. Internal moderation is carried out by Clanwilliam Institute faculty, and supports the external moderation processes carried out by, for example, external examiners. Moderation of assessment takes place at the key stages of the assessment process, in particular, during the marking of assignments.

Due process is followed taking account of the learner's right to appeal and allows for this process to be followed in accordance with the academic calendar.

7.1.8.3 External Examiners

The principal responsibility of External Examiners is to ensure adequacy of standards at the assessments. In particular, External Examiners ensure that the appropriate standards with regard to Award Classifications are established. Comparability of standards between institutions should be established and maintained as far as feasible.

7.1.8.4 Compensation

Compensation is at the discretion of the assessors and examiners, and final decisions regarding

compensation are made by the Examination Board. Compensation is not an automatic right.

Compensation does not apply to Clinical Practice subjects. A pass mark is required in Clinical Practice subjects in order to progress to the next stage of learning.

In order to be eligible for compensation, the following conditions must be met:

- The learner has been assessed for all stage modules and no module in the stage has been failed outright (or below 35%);
- The results of all modules in the stage are from first attempts;
- The Clinical Practice subject for the stage must be passed; and
- The overall stage-aggregate of credit weighted excesses of Percentage marks (over 40) is greater than or equal to twice the stage aggregate of credit-weighted deficits of marks (under 40) **and** the potentially compensable results account for no more than one third of the credit for the stage: i.e. 20 credits in a 60-credit stage or 10 credits in a 30-credit stage.

Compensation may be applied only to enable a learner to pass a stage (at the award stage) a learner who passes by compensation remains eligible for honours etc. Compensation does not change the result of the modules passed in that way. When reporting module passes by compensation (on the Europass Diploma Supplement), the actual result is returned, e.g. 37% or D, along with an indication that the module pass has been granted by compensation.

7.1.8.5 Other Possible Results

Fail: If a learner fails a subject and cannot compensate, then the rules regarding repeat attempts apply.

Exemptions (X): If a learner passes some, but not all, of their assessments, they will usually be required to repeat that stage. Under exceptional circumstances a learner may receive an exemption for a subject or subjects that they have passed. A subject from which a learner has previously gained an exemption will also be shown on the transcript of results.

Deferred Result (I): A learner who resits an examination or assessment, or sits the examinations over more than one session will not qualify for an award at Honours, merit or distinction level and that learner will qualify only for a pass level award. However, when a learner submits a valid and certified Application for Consideration of Extenuating Circumstances then at the discretion of the Examination Board a poor performance or absence from an assessment the examination board may defer their result, which allows the learner to take the assessment again and this be recorded as a first result.

Other possible results include:

- I - incomplete (may be equivalent to deferral)
- W - Withdrew
- NP - not present, absent
- WH - result withheld.
- Rechecks, Reviews and Appeals

7.1.8.6 Repeat Examinations

Where a subject examination is attempted by a learner more than once, the best performance shall be reported, other than in the case of repeated Practice Evaluation (Continuous Assessment) following a repeat attendance at clinical group.

Where a candidate has repeated attendance at a clinical group, only the marks awarded as a result of the repeat practice evaluation shall be considered. The number of attempts at a particular subject will be recorded on the learner transcript.

All examinations of an individual subject are of an equal academic standard and all learners participating in repeat examinations of a particular subject assessment do so under the same assessment criteria in place at the time of their repeat assessment.

Where continuous assessment is an integral part of the examination process, then the particular conditions relating to Continuous Assessment Methodologies applies. (This is contained in the learner handbook for each year)

In exceptional cases where poor marks are available at the time of an Exam Board meeting, alternative continuous assessment may be determined by the relevant Programme Board.

Such determination will be subject to maintaining academic standards.

In such a case, specific arrangements for appropriate re-distribution of continuous assessment marks in autumn examinations will be determined by the Programme Board, if appropriate.

7.1.9 Classification of Awards

7.1.9.1 Level of Awards

Where marks do not contribute to a final academic award the overall results may be presented as a level of award rather than a percentage point – that is pass, fail, exemptions and deferred. At non-award examination stages, candidates' results may be declared with Honours, where the required standards below have been met in relation to the examinations appropriate to the stage.

7.1.9.2 Classification of Awards

At the Award stage, the pass grade is classified as below for learners who obtain the marks shown in the examinations.

Classification for the Master of Science in Systemic Psychotherapy is set out below.

7.1.9.3 Classification of Taught Master degrees (Level 9)

To be eligible for consideration for the award of a Master Degree at Honours classification, a candidate must:

1. satisfy all the examination and other requirements set for the course;
2. pass the final examination as a whole; and
3. obtain, at the final examination, an average mark based on a **credit weighted allocation of Marks** as follows:

Classification of Taught Masters degrees (Level 9)	PPA boundary values	Description
First class honours	70%	Indicative descriptor: Pass and achievement is significantly and consistently beyond pass standard in most respects
Second class honours	60%	Indicative descriptor: Pass and achievement is significantly beyond pass standard in many respects
Pass	50%	Definitive descriptor: Attains all the minimum intended programme learning outcomes

An Award with Honours may not be considered unless the candidate has passed the final examination, by virtue of passing in each required examination subject.

For the purpose of Award Classification all marks must be credit weighted. Award Classification is based on Credit weighted arithmetic mean scores. This is intended to bring percentage marking in line with grading. Note: credit weighting is used for award classification only and is applied only after all subjects have been passed and only for the purpose of award classification.

7.1.10 Responsibility

- The **Director of Academic and Professional Programmes** is responsible for the implementation and oversight of learner assessment policies and procedures across approved delivery modes.
- The **Academic and Professional Council** is responsible for approving this policy and significant changes to institutional assessment arrangements.
- **Programme Leaders** are responsible for confirming that assessment methods, modes and arrangements remain aligned with the approved programme assessment strategy and intended learning outcomes.
- **Faculty members** involved in assessment are responsible for maintaining academic and award standards and applying the approved assessment, moderation, feedback, accessibility and academic integrity requirements.
- **Programme Administration** supports approved assessment administration and digital submission processes and maintains the associated administrative records.

7.1.11 Related Legislation, Regulation or Guidelines

- Qualifications and Quality Assurance (Education and Training) Act 2012
- Core Statutory Quality Assurance Guidelines (QQI, 2016)
- Sector-Specific Quality Assurance Guidelines for Independent/Private Providers (QQI, 2016)
- QQI Statutory QA Guidelines for Providers of Blended and Fully Online Learning Programmes (2023)

- Assessment and Standards (QQI, Revised 2013)
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015)
- National Academic Integrity Network, Academic Integrity Guidelines, 2021
- National Academic Integrity Network, Framework for Academic Misconduct Investigation and Case Management, 2023
- National Academic Integrity Network, Generative Artificial Intelligence: Guidelines for Educators, 2023
- N-TUTORR, Compendium for Academic Integrity Case Management, 2025.
- Clanwilliam Institute Digital Learning Environment Strategy 2026–2029 (internal, 2026)
- CWI Moodle Design Standards (internal, 2026)
- CWI Digital Pedagogy Guidance for Academic Staff (internal, 2026)
- CWI Synchronous Online Teaching Guide (internal, 2026)
- CWI Moodle Best Practice Guide for Academic Staff (internal, 2026)

7.1.12 Control Sheet

Policy and Procedure Title	**Learner Assessment**
Responsible Officer(s)	Director of Academic and Professional Programmes
Issuance Date	July 2014
Effective Date	July 2014
Last Revision Date	September 2026
Supersedes	Version 4.0, 2025
Next Revision Date	September 2027
Designated Reviewers	Board of Directors, Management Team, Academic and Professional Council
Scope	All programmes

7.1.13 Revision History

Revision	Approval Date	Revision Description	Originator	Approved by
New Policy	July 2014	First Draft and Implementation of Policy	Training Programmes Advisor	Management Team and Board of Directors
Version 1.1	July 2016	Minor Amendments	Director of Professional and Academic Programmes	Management Team and Board of Directors
Version 2.0	May 2021	New Overarching Policy; Major Revisions of Subsections; Streamlining	Director of Professional and Academic Programmes	Academic and Professional Council
Version 3.0	July 2023	Review of Policy and procedures	Director of Professional and Academic Programmes	Academic and Professional Council
Version 4.0	May 2025	Policy and procedures	Director of	Academic and

Revision	Approval Date	Revision Description	Originator	Approved by
		updated to define standards and responsibilities for assessment, attendance, and learner engagement in synchronous (live online) delivery. Enhancements include formalised digital submission protocols, clear monitoring expectations, and identity verification measures to uphold academic integrity. These updates align with QQI's Statutory QA Guidelines for Blended and Fully Online Learning (2023).	Professional and Academic Programmes	Professional Council
Version 5.0	September 2026	Removed the Postgraduate Diploma classification scheme, as this award no longer forms part of current provision. Corrected the Taught Master pass mark from 40% to 50%, and removed the first-attempt restriction on classification, in line with the Policy for Appeals. Assessment Framework restructured as the Policy and Procedure for Learner Assessment and updated to address assessment across onsite, blended and digitally supported provision. Changes include clarified Moodle submission arrangements, synchronous online assessment, identity and authorship verification, accessibility, technical disruption, moderation and assessment responsibilities.	Director of Academic and Professional Programmes	Academic and Professional Council

Revision	Approval Date	Revision Description	Originator	Approved by
		Award classification provisions were also updated to reflect current provision and applicable requirements.		

7.2 POLICY FOR ACADEMIC INTEGRITY

Quality Assurance Area:	Assessment of Learners Programmes of Education and Training
Policy Owner:	Director of Academic and Professional Programmes
Applicable to:	Staff and Learners

7.2.1 PURPOSE

The purpose of this policy is to promote a culture of academic integrity and establish the standards of academic conduct expected at Clanwilliam Institute.

It sets out CWI's approach to:

- promoting good academic practice
- supporting learners to understand academic integrity
- identifying and investigating suspected academic misconduct
- distinguishing poor academic practice from academic misconduct
- applying fair, consistent and proportionate outcomes
- recording, reporting and reviewing academic integrity matters

This policy is informed by the National Academic Integrity Network's (NAIN) Framework for Academic Misconduct Investigation and Case Management (2023) and N-TUTORR's Compendium for Academic Integrity Case Management (2025). These resources inform CWI's approach to promoting academic integrity, distinguishing poor academic practice from academic misconduct, applying proportionate responses and supporting consistent institutional practice.

7.2.2 SCOPE

This policy applies to all learners registered on CWI programmes and to all staff involved in teaching, learning, assessment, supervision, marking, moderation or academic decision-making.

It applies to all academic activity and assessment, including:

- formative and summative assessment
- written, oral, practical, clinical and presentation-based assessment
- assessment conducted onsite or synchronously online
- work submitted through Moodle or another approved system
- individual and collaborative academic activity
- the permitted or prohibited use of artificial intelligence and other technological assistance

7.2.3 POLICY

Clanwilliam Institute supports academic integrity through:

- Learner induction and ongoing guidance on academic writing, referencing, authorship, collaboration and responsible use of artificial intelligence
- Clear assessment briefs, marking criteria and submission requirements
- Assessment design that supports authentic demonstration of learning
- Authorship and academic integrity declarations submitted through Moodle
- Individual institutional accounts for assessment submission and synchronous online assessment
- Proportionate identity and authorship-verification arrangements
- Formative feedback and access to relevant academic supports
- Staff guidance and professional development in assessment design, academic integrity and artificial intelligence
- Review of assessment practices and identified patterns of misconduct

Originality-checking, artificial intelligence-detection and other digital tools may inform academic judgement but will not be treated as definitive evidence of misconduct.

7.2.4 Academic Integrity

Academic integrity is the commitment to honest, responsible and ethical academic practice. It is underpinned by the values of honesty, trust, fairness, respect, responsibility and courage.

Learners are expected to:

submit work that represents their own learning and contribution

acknowledge the ideas, words, data and work of others appropriately

comply with the conditions specified for each assessment

distinguish between permitted collaboration and unauthorised collaboration

declare the use of artificial intelligence or other assistance where required

participate honestly in onsite, synchronous online and digitally submitted assessment

retain relevant notes, drafts or source material where these may help demonstrate how work was developed

respond honestly to questions concerning the authorship or development of their work.

7.2.5 Poor Academic Practice

Poor academic practice may arise from inexperience, carelessness or an insufficient understanding of academic conventions rather than an intention to obtain an unfair advantage.

Examples may include limited or inconsistent referencing, weak citation practice or failure to distinguish clearly between a learner's own contribution and the contribution of others.

Poor academic practice will normally be addressed through education, feedback and academic support. Its classification will take account of the learner's stage of study, previous guidance, the extent of the concern and any previous occurrence.

Repeated poor academic practice, or poor practice of sufficient extent or significance, may be considered academic misconduct.

7.2.6 Academic Misconduct

Academic misconduct is conduct that provides, or is intended to provide, an unfair academic advantage or that compromises the integrity of teaching, learning, assessment or academic awards.

- Academic misconduct may include, but is not limited to:
- Plagiarism: presenting the words, ideas, data or work of another person as one's own without appropriate acknowledgement
- Self-plagiarism: reusing work previously submitted for assessment without permission or appropriate acknowledgement
- Cheating: using or attempting to use unauthorised information, materials, devices or assistance in an assessment
- Collusion: unauthorised collaboration between learners or with another person
- Contract cheating: arranging for another person or service to produce work for assessment, whether or not payment or another benefit is involved
- Impersonation: completing an assessment for another learner or arranging for another person to participate in an assessment in the learner's place
- Fabrication: inventing information, evidence, sources, research, clinical material or data
- Falsification: improperly altering or misrepresenting information, evidence, sources, research, clinical material or data
- Unauthorised content generation: producing academic work, in whole or in part, through unapproved or undeclared human or technological assistance, including artificial intelligence
- Unauthorised sharing: obtaining, distributing or sharing assessment questions, answers, recordings or other restricted assessment materials without permission
- Interference: taking action intended to disadvantage another learner or interfere with the integrity of an assessment
- Misrepresentation: providing false or misleading information in connection with assessment, authorship, participation or extenuating circumstances.

Whether the use of artificial intelligence is permitted will depend on the assessment instructions and CWI's AI Use in Teaching and Assessment Policy. Use of artificial intelligence is not, in itself, evidence of academic misconduct.

7.2.7 Policy Principles

Academic integrity matters will be managed according to the following principles:

- education and awareness are central to promoting academic integrity
- assessment requirements and permitted forms of assistance should be communicated clearly
- concerns will be considered consistently across onsite, synchronous online and digitally submitted assessment
- an allegation will not be treated as established until the relevant procedure has been completed
- the learner will be informed of the concern and given an appropriate opportunity to respond
- decisions will be based on the evidence available and determined on the balance of probabilities
- outputs from text-matching, artificial intelligence detection or other software will be treated as indicators and considered alongside other relevant evidence
- poor academic practice will be distinguished from minor and major academic misconduct
- responses will be proportionate to the nature, extent and severity of the matter
- previous confirmed academic misconduct may be considered when determining the classification or response
- conflicts of interest will be identified and managed
- information will be managed confidentially and shared only with persons who require it for the management of the matter
- confirmed academic misconduct will be recorded and reported through the appropriate academic governance arrangements
- learners will have access to the applicable appeals process

7.2.8 Classification

7.2.8.1 Level 1: Poor Academic Practice

Poor academic practice arising primarily from inexperience, carelessness or insufficient understanding of academic conventions.

Level 1 matters will normally be addressed through education, feedback, correction and academic support. Academic misconduct occurring during a formal examination or equivalent controlled assessment will not normally be classified as Level 1.

7.2.8.2 Level 2: Minor Academic Misconduct

Academic misconduct that is limited in extent or impact but represents a breach of assessment requirements or academic integrity.

This may include a first occurrence of unauthorised collaboration, plagiarism, undeclared assistance or other misconduct where the extent and effect are limited.

7.2.8.3 Level 3: Major Academic Misconduct

Academic misconduct that is extensive, deliberate, repeated or of significant academic or professional consequence.

This may include contract cheating, impersonation, fabrication or falsification, serious examination misconduct, extensive unauthorised content generation or repeated academic misconduct.

Classification will take account of:

- the nature and extent of the conduct
- the learner's stage of study
- the type and weighting of the assessment
- the effect on the integrity of the assessment or award
- the evidence available
- whether the learner admitted the conduct
- any relevant mitigating or extenuating circumstances
- any previous confirmed academic misconduct
- applicable professional, regulatory or fitness-to-practise requirements

7.2.9 RESPONSIBILITIES

The **Director of Academic and Professional Programmes** is responsible for:

- overseeing the implementation of this policy and procedure
- undertaking or assigning the initial review of reported concerns
- appointing an appropriate investigator where required
- referring cases for formal determination
- arranging appropriate recording and reporting
- monitoring patterns and recommending improvements

The **Academic and Professional Council** is responsible for:

- considering formal academic misconduct cases referred to it
- determining whether academic misconduct has occurred
- classifying confirmed misconduct
- deciding or recommending appropriate academic, educative or disciplinary action
- approving this policy and monitoring its implementation

The **Board of Examiners** is responsible for applying or noting academic outcomes arising from confirmed academic misconduct where these affect assessment results, progression or awards.

Learners are responsible for understanding and complying with academic integrity requirements and the instructions provided for each assessment.

Academic staff and **assessors** are responsible for:

- communicating assessment and academic integrity requirements

- supporting learners to develop appropriate academic practices
- identifying and documenting concerns
- referring suspected academic misconduct through this procedure
- avoiding the imposition of an assessment penalty before the matter has been determined

A person who has investigated a case or has another material conflict of interest should not participate in its final determination or in any subsequent appeal.

7.2.10 Related Legislation, Regulation or Guidelines

- Qualifications and Quality Assurance (Education and Training) Act 2012
- QQI, Assessment and Standards, revised 2013
- QQI, Core Statutory Quality Assurance Guidelines, 2016
- QQI, Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Programmes, 2023
- National Academic Integrity Network, Academic Integrity Guidelines, 2021
- National Academic Integrity Network, Framework for Academic Misconduct Investigation and Case Management, 2023
- National Academic Integrity Network, Generative Artificial Intelligence: Guidelines for Educators, 2023
- N-TUTORR, Compendium for Academic Integrity Case Management, 2025.

7.3 Procedure for Managing Suspected Academic Misconduct

This procedure is based on the National Academic Integrity Network's (NAIN) Framework for Academic Misconduct Investigation and Case Management (2023) and informed by N-TUTORR's Compendium for Academic Integrity Case Management (2025). It adopts the Framework's staged approach to education and awareness, detection and initial investigation, full investigation, consideration, classification and sanction, recording and reporting, and review. The approach has been adapted to reflect Clanwilliam Institute's scale, governance structures and quality assurance arrangements.

7.3.1 Stage 1: Education and Awareness

CWI will provide learners with information and guidance on academic integrity through appropriate programme information, induction, assessment briefs, Moodle, learner guidance and teaching activities.

This will include information on:

- referencing and acknowledgement of sources
- plagiarism, collusion and contract cheating
- authorship and the retention of relevant drafts or source material
- permitted and prohibited collaboration
- examination and assessment conduct
- the permitted use and declaration of artificial intelligence
- the consequences of academic misconduct
- sources of academic guidance and support

Assessment design and review should consider opportunities to promote authentic engagement with learning and reduce unnecessary opportunities for academic misconduct.

7.3.2 Stage 2: Detection and Initial Review

A member of staff who identifies suspected poor academic practice or academic misconduct will document the concern and submit the available evidence to the Director of Academic and Professional Programmes.

Relevant evidence may include:

- the assessment submission
- assessment instructions and criteria
- text-matching or other software reports
- drafts, references or source material
- Moodle submission records
- attendance or access records
- records relating to an onsite or synchronous online assessment
- communications relevant to the concern

- observations from an assessor, invigilator or other relevant person

Software outputs will not be treated as conclusive evidence without consideration of the underlying work and other relevant information.

The Director of Academic and Professional Programmes, or a person appointed to conduct the initial review, will determine whether:

- there are insufficient grounds for the matter to proceed
- the concern appears to involve poor academic practice
- the concern may involve academic misconduct and requires full investigation

Where there are insufficient grounds for the matter to proceed, the case will be closed. The learner and the person who reported the concern will be informed in writing within five working days of the decision.

Where the concern appears to involve poor academic practice, it may be referred to the relevant Programme Leader or academic staff member for an educative response. The learner will be informed of the concern and the actions required.

Where there are grounds to suspect academic misconduct, the matter will proceed to Stage 3.

7.3.3 Stage 3: Full Investigation

The Director of Academic and Professional Programmes will appoint an appropriate person to investigate the allegation. The investigator should not have a conflict of interest and should not determine the final sanction.

The learner will receive written notification of:

- the nature of the allegation
- the assessment or activity concerned
- the available evidence
- the procedure that will apply
- the possible classification of the matter
- the opportunity to respond in writing or at a meeting
- the right to be accompanied by a support person
- the availability of relevant learner support

The learner will receive reasonable notice of any meeting and a reasonable opportunity to review the evidence and prepare a response. The meeting may be conducted onsite or through an approved secure video-conferencing platform.

The investigator may:

- review the assessment and associated evidence
- seek information from the assessor, invigilator or another relevant person
- ask the learner to explain how the work was researched, prepared or produced

- consider drafts, notes, sources, version histories or other relevant material
- ask the learner to discuss or demonstrate their understanding of the submitted work
- obtain specialist advice where appropriate

A written record will be maintained of the investigation and any meeting held. The learner's response, relevant mitigating information and any admission made by the learner will be included in the investigation record.

The investigator will prepare a report stating whether:

- there is no case to answer
- the matter appears to constitute poor academic practice
- there is a case of suspected minor or major academic misconduct requiring formal determination

Where there is no case to answer, the matter will be closed, and the learner will be informed in writing within five working days of the decision.

7.3.4 Stage 4: Determination, Classification and Response

Cases requiring formal determination will be referred to the Academic and Professional Council. The Council will receive the allegation, evidence, investigation report and learner's response.

The learner will be informed of the meeting and provided with an appropriate opportunity to submit further information or attend the relevant part of the meeting. The learner may be accompanied by a support person.

Members who have been materially involved in the investigation or who have another conflict of interest will not participate in determining the case.

The Academic and Professional Council will determine, on the balance of probabilities, whether the allegation is:

- not upheld
- partially upheld
- upheld as Level 1 poor academic practice
- upheld as Level 2 minor academic misconduct
- upheld as Level 3 major academic misconduct

Where a concern is not upheld, no academic or disciplinary action will be applied in relation to the allegation.

Where poor academic practice or academic misconduct is established, one or more proportionate actions may be applied or recommended.

7.3.4.1 Level 1 Responses

These may include:

- academic advice or feedback

- completion of academic integrity, referencing or study-skills training
- correction of referencing or acknowledgement deficiencies
- resubmission or revision where permitted by the assessment regulations
- a formal record of the educative intervention

7.3.4.2 Level 2 Responses

These may include:

- a formal warning
- mandatory academic integrity training
- revision or resubmission, where permitted
- a reduction in the mark awarded to the affected element
- a mark of zero or failure for the affected assessment
- another academic outcome permitted by the programme regulations

7.3.4.3 Level 3 Responses

These may include:

- a mark of zero or failure for the assessment
- failure of the module
- a requirement to repeat the assessment or module, subject to programme regulations
- suspension from the programme
- termination of registration or expulsion from the programme
- referral under applicable professional conduct or fitness-to-practise arrangements
- another outcome available under CWI's regulations

Where the outcome affects an assessment result, progression or award, the decision will be reported to the Board of Examiners for implementation or noting, as appropriate.

The learner will receive a reasoned decision in writing within five working days of the determination. The notification will include:

- the allegation considered
- the decision and reasons for it
- the classification applied
- any academic, educative or disciplinary action
- any action required of the learner
- information on the right to appeal

A learner may appeal the decision or sanction under CWI's Policy and Procedure for Appeals.

7.3.5 Stage 5: Recording and Reporting

The Director of Academic and Professional Programmes will arrange for appropriate records to be maintained securely and confidentially.

Records will include, as applicable:

- the initial report and supporting evidence
- communications with the learner
- investigation records and reports
- the learner's response
- the classification and decision
- the action or sanction applied
- the outcome of any appeal

Records of confirmed cases may be used to identify repeated misconduct and inform programme monitoring, assessment review, learner support and staff development.

Academic integrity reporting will use anonymised or aggregated information where individual identification is not required.

Records will be retained and disposed of in accordance with CWI's data-protection and records-management requirements.

7.3.6 Stage 6: Monitoring and Review

The Director of Academic and Professional Programmes will monitor academic integrity matters and report relevant trends to the Academic and Professional Council.

Monitoring may consider:

- the number and type of concerns reported
- the classification and outcome of cases
- consistency of decision-making and sanctions
- repeated or emerging forms of misconduct
- the assessment methods or programme areas involved
- differences associated with onsite, synchronous online or digitally submitted assessment
- the effectiveness of learner education and staff development
- opportunities to improve assessment design, guidance or learner support

This policy and procedure will be reviewed through CWI's quality assurance arrangements and updated where required to reflect changes in legislation, national guidance, assessment practice and educational technology.

7.3.7 CONTROL SHEET

Policy and Procedure Title	**Academic Integrity**
Responsible Officer(s)	Director of Academic and Professional Programmes
Issuance Date	July 2014
Effective Date	July 2014
Last Revision Date	September 2026
Supersedes	Version 4.0, 2025
Next Revision Date	September 2027
Designated Reviewers	Board of Directors, Management Team, Academic and Professional Council
Scope	All programmes

7.3.8 REVISION HISTORY

Revision	Approval Date	Revision Description	Originator	Approved by
New Policy	July 2014	First Draft and Implementation of Policy	Training Programmes Advisor	Management Team and Board of Directors
Version 1.1	July 2016	Minor Amendments	Director of Professional and Academic Programmes	Management Team and Board of Directors
Version 2.0	May 2021	New Overarching Policy & Major Revisions	Director of Professional and Academic Programmes	Academic and Professional Council
Version 3.0	July 2023	Review of Policy and procedures	Director of Professional and Academic Programmes	Academic and Professional Council

Revision	Approval Date	Revision Description	Originator	Approved by
Version 4.0	May 2025	Policy expanded to integrate academic integrity expectations for synchronous (live online) teaching and assessment. Clarifies responsibilities related to AI, impersonation, and digital misconduct. Monitoring, investigation, and CPD guidance updated in line with QQI (2023) integrity standards.	Director of Professional and Academic Programmes	Academic and Professional Council
Version 5.0	September 2026	Policy revised to strengthen the promotion of academic integrity, clarify the distinction between poor academic practice and academic misconduct, and establish consistent principles for classification and proportionate responses across all assessment modes. Updated with reference to the NAIN Framework (2023) and N-TUTORR Compendium (2025). New procedure introduced for the reporting, investigation, classification, determination, recording and review of suspected academic misconduct. Based on the NAIN Framework (2023) and informed by the N-TUTORR Compendium (2025).	Director of Professional and Academic Programmes	Academic and Professional Council

7.4 Procedure for Internal Moderation

7.4.1 Purpose

The purpose of this procedure is to establish CWI's arrangements for the internal moderation of learner assessment.

Internal moderation supports the consistent application of approved assessment criteria and academic standards. It also provides a basis for identifying and addressing issues relating to assessment design, marking, feedback and the operation of assessment across different delivery modes.

This procedure supports the Policy for Learner Assessment.

7.4.2 Scope

This procedure applies to all summative assessment conducted by CWI, including assessment:

- submitted through Moodle or another approved system
- conducted onsite
- conducted synchronously online
- involving written, oral, presentation-based, practical or clinical assessment
- completed as a first, repeat, supplemental or deferred assessment

Formative assessment may also be moderated where this is considered appropriate to the nature or purpose of the assessment.

7.4.3 Principles of Internal Moderation

Internal moderation will:

- be conducted by suitably qualified academic staff
- use the approved assessment brief, learning outcomes and assessment criteria
- support consistency, fairness and transparency in marking
- consider the full range of assessment evidence relevant to the assessment method
- apply equivalent academic standards across onsite, synchronous online and digitally submitted assessment
- provide for independent academic judgement
- record agreed marks, adjustments and the reasons for material decisions
- identify recurring issues that may require changes to assessment design, guidance or staff development
- maintain the confidentiality and security of learner assessment records

7.4.4 Internal Moderation Procedure

7.4.4.1 Assessment Materials

Before assessment begins, the Programme Leader or designated academic staff member will confirm that the following are consistent with the approved programme documentation:

- the assessment task and associated learning outcomes
- the assessment criteria or rubric
- the assessment weighting
- the submission or participation arrangements
- the approved assessment mode
- academic integrity and artificial intelligence requirements
- any requirements relating to learner identity, confidentiality or reasonable accommodation.

Material changes to an approved assessment method, weighting, learning outcome or assessment strategy must follow the relevant programme modification and academic approval process.

7.4.4.2 Appointment of Markers

The Director of Academic and Professional Programmes or relevant Programme Leader will identify suitably qualified first and second markers.

A person appointed as second marker should not have a conflict of interest and should have sufficient subject, professional or assessment expertise to make an independent academic judgement.

7.4.4.3 Independent Marking

All summative assessments will be independently double marked unless an alternative moderation arrangement has been approved for a particular assessment method.

The first and second markers will:

- review the same assessment evidence
- use the same approved criteria or rubric
- complete separate marking records
- make their initial judgements independently.

The first marker's marks, comments and completed marking record will not be provided to the second marker until the second marker has completed their independent review.

7.4.4.4 Assessment Evidence Across Different Modes

For written or digitally submitted assessment, both markers will have access to the assessment submission and any supporting material required by the assessment brief.

For onsite or synchronous online presentations, oral assessments, practical assessments or clinical assessments, independent marking may be completed through:

- two assessors observing and marking the assessment independently
- a second assessor reviewing an authorised recording or other approved record of the assessment

- another documented moderation arrangement appropriate to the assessment method.

Recordings will only be used where recording has been authorised, learners have been informed in advance and the recording is managed in accordance with applicable confidentiality, data-protection and records-management requirements.

The absence of a recording will not, in itself, invalidate an assessment where another approved moderation arrangement has been applied.

7.4.4.5 Comparison and Reconciliation

Once independent marking has been completed, the first and second markers will compare their judgements and discuss any differences.

Where agreement is reached:

- the agreed mark will be recorded
- any adjustment to the original mark will be documented
- the reason for any material adjustment will be recorded
- any agreed changes to learner feedback will be made before the result is released.

The moderation process should not involve simply averaging the two marks. The markers should reach an agreed academic judgement by reference to the assessment evidence and approved criteria.

Where an issue affects more than one learner, the markers will consider whether a consistent adjustment or review is required across the affected cohort.

7.4.4.6 Unresolved Differences

Where the first and second markers cannot reach agreement, the matter will be referred to the Director of Academic and Professional Programmes.

The Director may:

- review the assessment evidence and marking records
- facilitate further consideration by the markers
- appoint a suitably qualified third marker who was not involved in the original marking
- refer the matter to the External Examiner where appropriate

Where the Director was involved in the original marking, another suitably qualified person will be appointed to manage the unresolved difference.

The final determination and reasons will be recorded. Any significant disagreement or recurring moderation concern will be reported to the Board of Examiners and brought to the attention of the External Examiner.

7.4.4.7 Moderation Records

The following records will be maintained, as applicable:

- the approved assessment brief and criteria
- the first and second marking records

- the agreed mark
- the internal moderation record
- the reason for any mark adjustment
- the record of any third marking or adjudication
- any recommendation concerning assessment design or marking practice

Moderation records and digital assessment evidence will be retained securely through CWI's approved systems and in accordance with applicable records-management and data-protection requirements.

7.4.4.8 Reporting and Enhancement

The Programme Leader will identify any recurring issues arising from internal moderation, including:

- inconsistent interpretation of assessment criteria
- unclear assessment instructions
- significant differences between markers
- patterns in learner performance
- issues associated with an assessment method or delivery mode
- accessibility or reasonable-accommodation concerns
- academic integrity concerns
- staff guidance or development needs

Relevant findings will be reported through the Programme Board, Board of Examiners or Academic and Professional Council, as appropriate, and used to support assessment review and enhancement.

7.4.5 Responsibilities

- The **Director of Academic and Professional Programmes** is responsible for oversight of the internal moderation process and for addressing unresolved or significant moderation matters.
- The **Programme Leader** is responsible for coordinating moderation arrangements, confirming that appropriate markers and materials are available, and reporting recurring issues.
- The **first and second markers** are responsible for making independent academic judgements, applying the approved assessment criteria and maintaining appropriate marking and moderation records.
- The **External Examiner** provides independent external oversight of assessment standards and may be consulted where a significant disagreement or concern cannot be resolved through internal moderation.
- The **Board of Examiners** considers confirmed assessment results and any significant moderation matter affecting learner results, progression or awards.

7.4.6 Related Legislation, Regulation or Guidelines

- Qualifications and Quality Assurance (Education and Training) Act 2012

- Core Statutory Quality Assurance Guidelines (QQI, 2016)
- Sector-Specific Quality Assurance Guidelines for Independent/Private Providers (QQI, 2016)
- QQI Statutory QA Guidelines for Providers of Blended and Fully Online Programmes, (2023)
- Assessment and Standards (QQI, Revised 2013)
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015)

7.4.7 CONTROL SHEET

Policy and Procedure Title	**Internal Moderation**
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Next Revision Date	September 2027
Designated Reviewers	Board of Directors, Management Team, Academic and Professional Council
Scope	All programmes

7.4.8 REVISION HISTORY

Revision	Approval Date	Revision Description	Originator	Approved by
New Policy	May 2021	Development of Policy for Internal Moderation	Director of Professional and Academic Programmes	Academic and Professional Council
Version 1.0	July 2023	Review of Procedures	Director of Professional and Academic Programmes	Academic and Professional Council
Version 2.0	May 2025	Policy updated to explicitly include moderation practices for assessments conducted or submitted via synchronous (live online) delivery. Clarifies procedures for digital material review, remote assessor discussions, and	Director of Professional and Academic Programmes	Academic and Professional Council

Revision	Approval Date	Revision Description	Originator	Approved by
		secure retention of online moderation records.		
Version 3.0	September 2026	Procedure revised to clarify independent double marking and establish consistent moderation arrangements across onsite, synchronous online and digitally submitted assessment. Updated to address assessment evidence, reconciliation of marks, unresolved differences, record-keeping and reporting, and to align with the Policy for Learner Assessment.	Director of Professional and Academic Programmes	Academic and Professional Council

7.5 Procedure for External Examiners

7.5.1 Purpose

The purpose of this procedure is to establish CWI's arrangements for the nomination, appointment, induction and management of External Examiners and for the consideration of their findings and recommendations.

External examining provides independent oversight of assessment standards and supports confidence in the fairness, consistency and comparability of CWI awards.

This procedure supports the Policy for Learner Assessment.

7.5.2 Scope

This procedure applies to all validated CWI programmes and to any other programme for which an External Examiner is appointed.

It applies to assessment:

- conducted onsite
- conducted synchronously online
- submitted through Moodle or another approved digital system
- involving written, oral, presentation-based, practical or clinical assessment
- completed as a first, repeat, supplemental or deferred assessment

7.5.3 The Role of External Examiners

An External Examiner is an independent expert who is a member of the broader community of practice within the programme's field of learning and whose accomplishments attest to their likelihood of having the authority necessary to fulfil the responsibilities of the role.

The principal responsibility of External Examiners is to ensure assessment practices are fit-for-purpose, fair, transparent and consistent. In particular, External Examiners ensure that the appropriate standards with regard to Award Classifications are established. Comparability of standards between institutions should be established and maintained as far as is feasible.

External examining applies to all approved assessment irrespective of whether it is conducted onsite, synchronously online or submitted through an approved digital system. External Examiners will consider whether the assessment methods remain appropriate to the intended learning outcomes and whether comparable academic standards are applied across the different assessment modes used by the programme.

7.5.4 Procedure for the Appointment of External Examiners

7.5.4.1 Criteria for the Appointment of External Examiners

1. External Examiners shall be suitably qualified experts with experience in the relevant academic and professional practice field of systemic psychotherapy in Ireland or abroad.
2. Generally, nominated External Examiners will hold a Master's Degree, or Doctorate or equivalent in

the relevant programme or subject area, and have a minimum of three years post-qualification experience in Academia and / or Professional Practice. They should have relevant experience in the areas of Academia and / or Professional Practice.

3. Nominated External Examiners should have no pre-existing relationship with Clanwilliam Institute or key members of staff involved in the programme.
4. Former members of training staff shall not be invited to become External Examiners before a lapse of at least four years or sufficient time for learners taught by that member of staff to have passed through the system, whichever is longer.
5. Former consultants or external panel members shall not normally be invited to become External Examiners before a lapse of at least four years.
6. Where a programme includes blended or digitally supported assessment, the nominee should have sufficient experience or understanding to review assessment conducted onsite, synchronously online and through approved digital systems. Specialist expertise in educational technology is not required unless it is relevant to the programme or assessment being examined.

7.5.4.2 Nomination of External Examiners

1. The Director of Academic and Professional Programmes is responsible for co-ordinating the nomination of persons to act as External Examiner and seeks recommendations for nominations through the faculty.
2. The Director of Academic and Professional Programmes shall consult the person proposed for nomination to seek his/her consent to be nominated and determine his/her availability to act as External Examiner. Such consultation shall be without commitment to appointment as External Examiner.
3. Nomination for the appointment of examiners shall be forwarded before the summer term sitting of the Academic and Professional Council.
4. Nominations are reviewed and approved by the Academic and Professional Council.

7.5.4.3 Appointment of External Examiners

1. Following approval of a nomination by the Academic and Professional Council, the Director of Academic and Professional Programmes shall issue a contract and conflict of interest declaration form to the External Examiner, including, inter alia, current copies of:
    a. Clanwilliam's Quality Assurance documentation
    b. Clanwilliam's General Assessment Regulations and Procedures
    c. A web reference for the current QQI standards
    d. information on the programme's approved delivery and assessment modes appropriate to the remit of the External Examiner
    e. guidance on secure access to relevant assessment evidence through Moodle or another approved system

f. information on arrangements for participating in meetings through an approved secure video-conferencing platform

2. The External Examiner shall be appointed for a period of three years from the date of signing of the contract.
3. The Director of Academic and Professional Programmes is responsible for arranging the remuneration of External Examiners.

7.5.4.4 Duties and Responsibilities of the External Examiner

1. External Examiners are expected to engage formally with CWI at least once in each academic year. This will normally include an onsite visit, but review meetings and participation in the Board of Examiners may also be conducted through an approved secure video-conferencing platform where appropriate. The arrangements will provide the External Examiner with sufficient access to assessment evidence, internal assessors and relevant meetings across the assessment modes used by the programme.
2. The External Examiner is expected to attend Clanwilliam prior to the summer meeting of the Board of Examiners for the purpose of:
    a. agreeing the marks to be presented for consideration by the Board of Examiners, in consultation with the Director of Academic and Professional Programmes and Internal Examiners;
    b. reviewing the overall performance of candidates, particularly borderline cases;
    c. reviewing the proposed results for the programme as a whole;
    d. reviewing subject/subject performance with Internal Examiners;
    e. reviewing marked scripts, project work or continuous assessment material, as required including borderline cases.

    Where a programme includes onsite, synchronous online or digitally submitted assessment, the External Examiner will receive an appropriate representative sample from the assessment modes used.

    Relevant evidence may include Moodle submissions, assessment and moderation records, assessor feedback, presentation or practical assessment records and authorised recordings where these are available and appropriate. Engagement or attendance records should only be included where engagement or attendance forms part of the approved assessment.

    Assessment evidence will be provided through an approved secure system. The External Examiner will receive appropriate guidance and technical support to access the evidence.

    The External Examiner will apply the same approved learning outcomes, assessment criteria and academic standards across all assessment modes while considering whether the particular method is appropriate to the competencies being assessed.
3. The sample of learner assessment provided to the External Examiner will be agreed between the Internal and External Examiners and will contain sufficient evidence to support a judgement on the

appropriateness and consistency of marking across the applicable grade classifications.

Where a programme uses more than one assessment mode, the sample will include appropriate evidence from onsite, synchronous online and digitally submitted assessment. The sample should include borderline results, failed assessments and repeat or deferred assessment where applicable.

4. The External Examiner may indicate on the Marks Sheet any individual scripts, project work, or continuous assessment material reviewed as part of the assessment process, along with any proposed adjustment(s) to the marks/grades.
5. The External Examiner will submit an annual report detailing their findings and recommendations. Where applicable, the report will comment on:
    - the appropriateness of assessment methods across onsite and synchronous online delivery
    - the consistency of marking and moderation across assessment modes
    - the External Examiner's access to relevant digital assessment evidence
    - any issue affecting the fairness, security, accessibility or integrity of digitally supported assessment
    - examples of effective practice and any recommended improvement.

    The report will be reviewed by the Programme Board and provided to the Academic and Professional Council. Relevant actions and responses will be recorded and monitored through the existing programme monitoring arrangements.

7.5.5 Responsibility

- The **Academic and Professional Council** is responsible for reviewing and approving nominations in relation to the appointment of External Examiners.
- The **Director of Academic and Professional Programmes** is responsible for co-ordinating the nomination of persons to act as External Examiner, providing nominees with all relevant documentation, and arranging remuneration of External Examiners.
- The **External Examiner** is responsible for ensuring assessment practices are fit-for-purpose, fair, transparent and consistent, and that the appropriate standards with regard to Award Classifications are established.
- The **Programme Board** is responsible for reviewing the findings of External Examiners' reports.
- These responsibilities extend equally to remote reviewing contexts. The Programme Board and Director of Academic and Professional Programmes must ensure that External Examiners receive access to relevant online materials and are supported in participating remotely where needed.

7.5.6 Related Legislation, Regulation or Guidelines

- Qualifications and Quality Assurance (Education and Training) Act 2012
- Core Statutory Quality Assurance Guidelines (QQI, 2016)
- Sector-Specific Quality Assurance Guidelines for Independent/Private Providers (QQI, 2016)

- QQI Statutory QA Guidelines for Providers of Blended and Fully Online Programmes (2023)
- Assessment and Standards (QQI, Revised 2013)
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015)

7.5.7 CONTROL SHEET

Policy and Procedure Title	**External Examiners**
Responsible Officer(s)	Director of Academic and Professional Programmes
Issuance Date	July 2014
Effective Date	July 2014
Last Revision Date	September 2026
Supersedes	Version 4.0, 2025
Next Revision Date	September 2027
Designated Reviewers	Board of Directors, Management Team, Academic and Professional Council
Scope	All programmes

7.5.8 REVISION HISTORY

Revision	Approval Date	Revision Description	Originator	Approved by
New Policy	July 2014	First Draft and Implementation of Policy	Training Programmes Advisor	Management Team and Board of Directors
Version 1.1	July 2016	Minor Amendments	Director of Professional and Academic Programmes	Management Team and Board of Directors
Version 2.0	May 2021	Major Revisions	Director of Professional and Academic Programmes	Academic and Professional Council
Version 3.0	July 2023	Review of Procedure	Director of Professional and Academic Programmes	Academic and Professional Council

Revision	Approval Date	Revision Description	Originator	Approved by
Version 4.0	May 2025	Policy updated to explicitly include procedures for external examining of assessments conducted via synchronous (live online) delivery. Clarifies examiner access to digital artefacts, remote participation, and application of consistent standards across delivery modes.	Director of Professional and Academic Programmes	Academic and Professional Council
Version 5.0	September 2026	Procedure updated to support external examining across onsite, synchronous online and digitally submitted assessment. Revisions clarify access to digital assessment evidence, representative sampling across assessment modes, remote participation and reporting on the consistency and appropriateness of assessment across blended provision.	Director of Professional and Academic Programmes	Academic and Professional Council

7.6 POLICY FOR EXTENUATING CIRCUMSTANCES

Quality Assurance Area:	Assessment of Learners Programmes of Education and Training
Policy Owner:	Director of Academic and Professional Programmes
Applicable to:	Staff and Learners

7.6.1 PURPOSE

To ensure that all learners have a fair and equal opportunity to undertake assessment without disadvantage due to significant and unforeseen personal difficulties.

7.6.2 SCOPE

This policy applies to all learners enrolled in programmes at Clanwilliam Institute.

7.6.3 POLICY

Clanwilliam Institute ("Clanwilliam Institute") sustains a responsive, supportive, resourced, and prepared learning environment through the provision of varied learning opportunities and an ongoing review process in relation to learner needs. While all learners enrolled in Clanwilliam Institute are expected to be cognizant of the demands of their programme and its associated assessments, Clanwilliam Institute recognises that there are instances where a learner's academic performance when completing assessed coursework or sitting examinations may be inhibited or adversely affected by unforeseen circumstances, or cases of Force Majeure.

These instances are known as Extenuating Circumstances, and include such occurrences as family bereavement, serious illness or injury, becoming the victim of a crime, or significant emotional distress. Extenuating circumstances may affect assessment conducted onsite, synchronously online or through an approved digital system. They may include a significant and verified technical failure, service disruption or access interruption outside the learner's reasonable control where this has directly affected the learner's ability to attend, complete or submit an assessment.

All requests made in respect of Extenuating Circumstances are treated with the utmost sensitivity. However, in order to protect this policy from potential abuses, it is important to note that the following situations, while not exhaustive, are not deemed to constitute Extenuating Circumstances:

- The workload of the programme
- Minor illnesses (e.g. headaches, common cold)
- Routine or reasonably preventable technical issues within the learner's control, including failure to meet published technical requirements or to take reasonable steps to maintain access to the equipment, software or connectivity required for assessment.
- Pre-existing factors

- Normal or routine life events
- Extra-curricular activities (e.g. sports)
- Events which are foreseen

Generally, Extenuating Circumstances are defined as such when they occur close to or during an assessment (e.g. summative assessment). Notwithstanding, Clanwilliam Institute deals with all requests for consideration of Extenuating Circumstances on a case-by-case basis, and evidence may be requested at the Institute's discretion.

Where a request for consideration of Extenuating Circumstances is deemed successful, appropriate assessment arrangements or outcomes may be approved to help alleviate the pressures associated with exams or assessed coursework. However, accommodations should, in no way, award a learner unfair advantage over their peers. To this end, common accommodations include:

- Extensions to deadlines
- Re-taking examinations without penalty
- Deferral of an examination until an agreed later time
- Provision of extra tuition/support

7.6.4 Responsibility

- The **Learner**, or **Applicant**, in this instance, is responsible for submitting an application of request for consideration of Extenuating Circumstances. This application should be accompanied by any and all relevant evidence and documentation.
- The **Director of Academic and Professional Programmes** is responsible for assessing requests for consideration of Extenuating Circumstances on a case-by-case basis, in a manner that is fair, impartial and sensitive to the case at hand.
- The **Examination Board** is responsible for ratifying decisions made in relation to applications for consideration of Extenuating Circumstances.

7.6.5 Related Legislation, Regulation or Guidelines

- Qualifications and Quality Assurance (Education and Training) Act 2012
- Core Statutory Quality Assurance Guidelines (QQI, 2016)
- Sector-Specific Quality Assurance Guidelines for Independent/Private Providers (QQI, 2016)
- QQI Statutory QA Guidelines for Providers of Blended and Fully Online Programmes (2023)
- Assessment and Standards (QQI, Revised 2013)
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015)
- General Data Protection Regulation (GDPR) (EU) 2016/679

7.7 Procedure for Requesting Consideration of Extenuating Circumstances

7.7.1 Overview

This procedure details the steps a learner may take to submit an application for consideration of Extenuating Circumstances, in the event they feel they have been adversely affected or unfairly disadvantaged by a significant and unforeseen personal situation.

7.7.2 Procedure

1. Where a learner feels their academic performance in assessed coursework or an examination has been adversely affected by a significant and unforeseen personal difficulty, they may request consideration of Extenuating Circumstances.
2. Requests should be submitted in writing to the Director of Academic and Professional Programmes as soon as circumstances allow. This is generally within three days.
3. All applications should include details about the circumstance in question, when the circumstance occurred, how the circumstance has affected them, and what accommodations or outcomes they are seeking. Any relevant supporting evidence should, where possible, also be included.

   Where the circumstances relate to attendance at an onsite or synchronous online assessment, or to submission through an approved digital system, the learner should provide any available evidence showing what occurred and how it affected the assessment.

   Evidence of a technical or service disruption may include screenshots, system messages, service-status notifications, submission records or time-stamped communications made when the issue occurred. Where the disruption affected CWI systems or services and can be confirmed centrally, the learner will not normally be required to obtain separate confirmation from the service provider.

   This documentation should demonstrate a clear connection between the technical issue and the academic impact.
4. If evidence is not submitted with the initial application, it may be requested at the discretion of the Institute. Evidence should, where possible, include a statement of verification from a registered professional involved in the circumstance (e.g. a doctor).
5. Applications are considered, in the first instance, by the Director of Academic and Professional Programmes, who may choose to consult with another senior member of faculty, at their discretion.
6. Where, upon thorough review, the Director of Academic and Professional Programmes is satisfied that an application constitutes an Extenuating Circumstance, the Learner/Applicant will be notified within 3 working days.
7. As completion of a programme still requires learners to demonstrate achievement of the learning outcomes of that programme, common outcomes of successful applications

include:

a. Extensions to deadlines

b. Re-taking examinations without penalty

c. Deferral of an examination until an agreed later time

d. Provision of extra tuition/support

8. Where, upon thorough review, the Director of Academic and Professional Programmes believes that an application does not constitute an Extenuating Circumstance, the Learner/Applicant will be notified within 3 working days.
9. All decisions relating to Extenuating Circumstances are notified to the Board of Examiners following a thorough review of all applications.
10. A learner may choose to appeal an outcome by referring to Clanwilliam Institute's *Policy and Procedure for Appeals.*

7.7.3 CONTROL SHEET

Policy and Procedure Title	**Requesting Consideration of Extenuating Circumstances**
Responsible Officer(s)	Director of Academic and Professional Programmes
Issuance Date	May 2021
Effective Date	May 2021
Last Revision Date	September 2026
Supersedes	Version 2.0, 2025
Next Revision Date	September 2027
Designated Reviewers	Board of Directors, Management Team, Academic and Professional Council
Scope	All programmes

7.7.4 REVISION HISTORY

Revision	Approval Date	Revision Description	Originator	Approved by
New Policy	May 2021	Newly Developed Procedure for Requesting Consideration of Extenuating Circumstances	Director of Professional and Academic Programmes	Academic and Professional Council
Version 1.0	July 2023	No Amendments	Director of Professional and Academic Programmes	Academic and Professional Council
Version 2.0	May 2025	Integrated policy and procedure updates to explicitly recognise remote (synchronous) learning scenarios as valid grounds for extenuating circumstances. Clarified acceptable digital documentation and parity in	Director of Professional and Academic Programmes	Academic and Professional Council

Revision	Approval Date	Revision Description	Originator	Approved by
		treatment for remote and onsite learners.		
Version 3.0	September 2026	Policy and procedure updated to clarify the consideration of extenuating circumstances affecting onsite, synchronous online and digitally submitted assessment. Revisions address significant technical or service disruptions outside the learner's reasonable control, supporting evidence, approved assessment outcomes, decision-notification timeframes and reporting to the Board of Examiners.	Director of Professional and Academic Programmes	Academic and Professional Council

7.8 POLICY FOR REASONABLE ACCOMMODATION

Quality Assurance Area:	Assessment of Learners Programmes of Education and Training
Policy Owner:	Director of Academic and Professional Programmes
Applicable to:	Learners

7.8.1 PURPOSE

Clanwilliam Institute is committed to ensuring that learners with learning differences, medical conditions, disabilities and long-term illnesses have access to any reasonable accommodations or additional supports they may require to facilitate their complete participation in programmes and assessments.

7.8.2 SCOPE

This policy applies to all learners with learning differences, medical conditions, disabilities and long-term illnesses. More broadly, this policy also applies to members of the wider Clanwilliam community, including all teaching faculty and administrative staff who have contact with learners.

7.8.3 POLICY

Clanwilliam Institute is dedicated to creating an environment in which learners feel comfortable divulging any learning differences, medical conditions, disabilities or long-term illnesses they may have. Where a learner requires additional support or accommodations, they are encouraged to disclose this to Clanwilliam Institute as early as possible. Clanwilliam Institute will strive to facilitate learners as far as is reasonably practicable.

In synchronous (live online) delivery contexts, learners requiring accommodation shall receive equitable access to learning and assessment through appropriate digital measures. These may include assistive technologies compatible with remote platforms, extra time in online assessments, accessible formats (e.g., captions or screen-reader-compatible documents), or scheduling flexibility to mitigate fatigue or concentration-related difficulties. These supports will be implemented as far as reasonably practicable.

However, as Clanwilliam Institute does not have the capacity to perform medical evaluations, learners are asked to supply any and all relevant documentation from a medical professional to support their request. This may include information about the specific condition/disability/illness, as well as any advisable accommodations.

Reasonable accommodations apply across onsite, synchronous online and digitally supported teaching, learning and assessment. The accommodation provided will reflect the learner's identified needs, the intended learning outcomes and the environment in which participation or assessment takes place.

Reasonable accommodations may include:

- readers or scribes

- adjustments to the format or presentation of information
- use of appropriate assistive technology
- captions, transcripts or accessible alternatives where appropriate
- additional time in examinations or other timed assessments
- breaks or rest periods
- adjustments to scheduling or participation arrangements
- alternative formats for presentations or other assessment activities where the intended learning outcomes can still be demonstrated
- other appropriate adjustments to onsite or digital learning and assessment environments

The use of a particular accommodation will be considered on a case-by-case basis. An accommodation will not alter the intended learning outcomes, academic standards or essential professional requirements of the programme.

These supports are subject to the same case-by-case review and evidence requirements as other accommodations.

In all cases, in order to ensure fairness and equitability for all learners, reasonable accommodations should not provide advantages, nor should they interfere with the intended learning outcomes.

7.8.4 Confidentiality

Where a learner provides sensitive information relating to a learning difference, medical condition, disability or long-term illness, this information will be treated with the utmost confidentiality. However, in order for Clanwilliam Institute to facilitate and implement the required supports, it may be necessary for certain, identified staff (e.g., teaching staff) to be made aware of the learner's circumstances. This is done with the learner's permission. Learners retain the right to refuse permission in such instances, though doing so may affect the level of support they receive.

7.8.5 Responsibility

- **Learners** are responsible for disclosing any learning differences, medical conditions, disabilities and long-term illnesses they may have, and submitting all relevant documentation and evidence in support of a request for provision of reasonable accommodations or additional supports.
- The **Director of Academic and Professional Programmes** is responsible for assessing requests for reasonable accommodation on a case-by-case basis, in a manner that is fair, impartial and sensitive to the case at hand.
- All **teaching faculty** and **administrative staff** at Clanwilliam Institute are responsible for facilitating and implementing supports or accommodations where necessary.

7.8.6 Related Legislation, Regulation or Guidelines

- Qualifications and Quality Assurance (Education and Training) Act 2012

- Core Statutory Quality Assurance Guidelines (QQI, 2016)
- Sector-Specific Quality Assurance Guidelines for Independent/Private Providers (QQI, 2016)
- QQI Statutory QA Guidelines for Providers of Blended and Fully Online Programmes (2023)
- Assessment and Standards (QQI, Revised 2013)
- Charter for Inclusive Teaching and Learning (AHEAD)
- Principles, Guidelines and Procedures for the Granting of Reasonable Accommodations in Examinations to Learners with Disabilities (DAWN, 2018)
- Education for Persons with Special Educational Needs (EPSEN) Act 2004
- Equal Status Acts 2000–2015
- General Data Protection Regulation (GDPR) (EU) 2016/679

7.9 Procedure for Reasonable Accommodation

7.9.1 Overview

This procedure details the step by which learners with a learning difference, medical condition, disability or long-term illness may disclose any additional needs and/or submit a request for reasonable accommodation or additional support.

7.9.2 Procedure

1. Learners retain the right to request additional support or reasonable accommodation at any time. However, in order to facilitate any necessary arrangements in a timely manner, learners are encouraged to make requests as early as possible. Requests may be made formally in writing, or via verbal disclosure with a member of staff.
2. Both formal requests and verbal disclosures are treated with the utmost confidentiality, and only divulged to relevant members of staff with the express permission of the learner. Where a learner does not grant permission for their circumstance to be disclosed to other relevant members of staff, it may not be possible to proceed with their request for reasonable accommodation or other additional support.
3. Requests for reasonable accommodation are referred to the Director of Academic and Professional Programmes, who may request further information from the learner as appropriate. In general, requests for reasonable accommodation and/or additional support should include:
    - Details of the condition, disability or illness about which the request is being made.
    - The likely impact that their circumstance may have in relation to assessment or on their achievement of the programme learning outcomes.
    - The provisions being requested to alleviate this impact or disadvantage.
    - Relevant supporting evidence from a medical professional.
    - The onsite, synchronous online or digital teaching, learning or assessment arrangements affected by the request.
4. Requests under this procedure are reviewed on a case-by-case basis jointly by the Director of Academic and Professional Programmes and the programme administrator. In reviewing a case, consideration is given to all supporting documentation provided, as well as testimony from the learner and/or medical professionals, as appropriate.

    The review will consider the intended learning outcomes, the learner's identified needs and the accessibility of the relevant onsite or digital environment. Where assistive technology or a digital adjustment is proposed, its compatibility with CWI's approved systems will be considered. Where the requested arrangement is not practicable, an appropriate alternative will be considered in consultation with the learner.
5. Following a decision, the learner will receive written confirmation of the accommodation approved, the activities or assessments to which it applies, its duration and any review arrangements.

With the learner's consent, the Director of Academic and Professional Programmes will communicate the arrangements to the staff responsible for their implementation. Only the information necessary to implement the accommodation will be shared.

Where an accommodation involves assistive technology or an adjustment to a synchronous online assessment, the arrangements should, where practicable, be confirmed or tested before the assessment takes place.

6. The learner will normally be informed of the decision and the reasons for it within five working days of receipt of the information required to consider the request.
7. Learners may appeal a decision using Clanwilliam Institute's *Policy and Procedure for Appeals.*

7.9.3 CONTROL SHEET

Policy and Procedure Title	**Reasonable Accommodation**
Responsible Officer(s)	Director of Academic and Professional Programmes
Issuance Date	May 2021
Effective Date	May 2021
Last Revision Date	September 2026
Supersedes	Version 2.0, 2025
Next Revision Date	September 2027
Designated Reviewers	Board of Directors, Management Team, Academic and Professional Council
Scope	All programmes

7.9.4 REVISION HISTORY

Revision	Approval Date	Revision Description	Originator	Approved by
New Policy and Procedure	May 2021	Newly Developed Policy and Procedure for Reasonable Accommodation	Director of Professional and Academic Programmes	Academic and Professional Council
Version 1.0	July 2023	No amendments	Director of Academic and Professional Programmes	Academic and Professional Council
Version 2.0	May 2025	Procedure updated to include examples of reasonable accommodation for learners participating in synchronous (live online) delivery. Clarifies acceptable supports, implementation responsibilities, and parity of access.	Director of Academic and Professional Programmes	Academic and Professional Council

Revision	Approval Date	Revision Description	Originator	Approved by
Version 3.0	September 2026	Policy and procedure updated to provide a consistent approach to reasonable accommodation across onsite, synchronous online and digitally supported teaching, learning and assessment. Revisions clarify accessible formats, assistive technology, alternative arrangements, compatibility with approved digital systems, communication of approved supports and decision-notification timeframes.	Director of Academic and Professional Programmes	Academic and Professional Council

7.10 Policy for Rechecks, Reviews and Appeals

Quality Assurance Area:	Assessment of Learners Programmes of Education and Training
Policy Owner:	Director of Academic and Professional Programmes
Applicable to:	Learners

7.10.1 Definitions

- **Recheck:** This is defined as "the administrative operation of checking (again) the recording and combination of component scores for a module and/or stage (QQI Assessment and Standards, 2013, 4.10.3)
- **Review:** This is defined as "the re-consideration of the assessment decision, either by the original assessor or by other competent persons (QQI Assessment and Standards, 2013, 4.10.3)
- **Appeal:** This is defined as "a request to a higher authority for the alteration of the decision or judgement of a lower one." (QQI Assessment and Standards, 2013, 4.10)

7.10.2 Rechecks

Context

Rechecking results means that marks are checked to ensure that they have been added accurately and all assignments/project marks have been included.

Grounds for a Recheck

Where a learner believes that an error has been made in the calculation of their results, they may request to have their results rechecked.

Procedure

1. Learners may submit a written request for a recheck to the Director of Academic and Professional Programmes within five working days of publication of the relevant results. A recheck may be requested in respect of any assessment result, irrespective of whether the assessment was conducted onsite, synchronously online or through an approved digital system.
2. Rechecking of results incurs a set fee of €50 which is refunded in full if the recheck is found to be successful.
3. The Director of Academic and Professional Programmes may conduct the recheck or appoint a suitably qualified individual to do so.
4. Rechecks are to be completed within a period of 5 working days from submission of request.
5. Learners will be notified of the outcome of the recheck by the Director of Academic and Professional Programmes.
6. Where a recheck results in a change to the original marks given, the Director of Academic and

Professional Programmes is responsible for duly recording the amended results and notifying the relevant persons.

7.10.3 REVIEWS

Context

In the context of assessment, a review entails the re-consideration, in detail, of all or part of the existing examination material.

Grounds for a Review

Generally, reviews may be conducted where a learner suspects that the relevant assessment was erroneous in some respect. The learner should state the explicit reasons for their request.

The grounds for review should be specified under four headings:

1. The approved assessment regulations or procedures were not properly implemented, including procedures relating to the conduct of onsite, synchronous online or digitally submitted assessment.
2. The regulations do not adequately cover the candidate's case.
3. Compassionate circumstances related to the candidate's examination situation were made known to the Institute by the candidate prior or during the course of the examination concerned of which the Board of Examiners were unaware.

Procedure

1. Learners may submit a request for a review to the Director of Academic and Professional Programmes no later than five working days after the Examination Board meeting has provided the results to the learners. Only a written request for a review will be considered.
2. Requests must specify the grounds on which the request for a review is made.
3. Reviews incur a set fee of €100 which is refunded in full if the review is found to be successful.
4. The Director of Academic and Professional Programmes may coordinate with other relevant, suitably qualified members of staff in determining whether or not a review will be granted.
5. Where a review is granted, the Director of Academic and Professional Programmes allocates a qualified assessor who did not participate in the initial assessment to undertake the review. This alternate assessor should consult with an external examiner who was not previously involved in the assessment of the learner. The reviewer will receive secure access to the assessment evidence and records relevant to the approved assessment method, including appropriate digital evidence where the assessment was conducted or submitted through an approved digital system.
6. Reviews are to be completed within a period of 10 working days.
7. Learners will be notified of the outcome of the review by the Director of Academic and Professional Programmes.
8. Where a review results in a change to the original marks given, the Director of Academic and Professional Programmes is responsible for duly recording the amended results and notifying the relevant persons, as well as the Academic and Professional Council.

9. Where a learner is dissatisfied with the outcome of the review, and grounds for appeal exist, they may appeal the decision by referring to Clanwilliam's appeals process.

7.10.4 Appeals

The candidate may appeal the outcome of a review within ten working days following receipt of the decision of the review. The appeal must be based on one or more of the following grounds and must include evidence that may substantiate the claim:

1. Clanwilliam Institute did not follow an established procedure in the making of a decision.
2. Circumstances or information of which the original decision-making body was not aware when its decision was taken, and a valid, substantiated reason why that information was not made available by the *appellant* (the person making the appeal).
3. Evidence of substantive bias by one or more of the decision-makers in arriving at a decision.

The following exclusions *do not* constitute grounds for an appeal:

1. Disagreement with an academic decision in respect of assessment.
2. Disappointment with the result of an assessment or an opinion that a higher mark should have been obtained.
3. Complaints about persons or procedures, which must be addressed in the first instance under the Clanwilliam Institute's complaints policy and procedure.
4. Reopening of a matter that has already been decided on in a previous appeals process.

The introduction of new material that could have been included in the submission for the review shall not be a valid ground for appeal.

In the event where significant information comes to light following the completion of a review, that might have had a material impact on the result, the Director of Academic and Professional Programmes may seek to have an appeal conducted in respect of a review.

Where a learner is dissatisfied with the assessment process and / or assessment decision (including assessment of prior learning, review and recheck of assessment results), they should, in the first instance, discuss the decision and options with the Director of Academic and Professional Programmes in order to ascertain and fully understand the reason(s) for the decision, as well as to consider the feedback and recommendations of the assessors. Where, following this, the matter remains unresolved to the learner's satisfaction, the learner is invited to consider a formal appeal in writing.

Procedure

1. Learners wishing to appeal an examination result must do so in writing, setting out the grounds for the appeal.
2. Requests must be submitted to the Director of Academic and Professional Programmes within ten working days of the publication of the examination results.
3. If a candidate wishes to appeal following the result of a recheck or review then they must appeal within ten working days of being notified of the recheck or review outcome.

4. All written documentation submitted in respect of an appeal is reviewed, in the first instance, by the Director of Academic and Professional Programmes.
5. Where the appeal comes within the grounds stated above, the Director of Academic and Professional Programmes shall refer the matter to an Independent Assessor.
6. The Independent Assessor shall:
    i. consider all documentation provided;
    ii. request further information where necessary;
    iii. examine whether, at all times, the principles of assessment were adhered to;
    iv. prepare a formal report on the appeal;
    v. prepare formal advice to the candidate; and
    vi. forward the formal advice to the candidate to the Director of Academic and Professional Programmes who will file and forward a copy to the candidate.
7. If the appeal is upheld, the Director of Academic and Professional Programmes will promptly follow the recommendations of the independent Assessor, or if dissatisfied with the result, raise the matter with an Appeals Board for review.
8. In the latter case, the Director of Academic and Professional Programmes will formally advise the candidate in writing of the action.
9. The Appeals Board will consist of three members, one of whom shall be external to Clanwilliam Institute.
10. If, upon review of the case, the appeal is not upheld, the Director of Academic and Professional Programmes will promptly inform the candidate of the outcome of the appeal.
11. The outcomes of all appeals are to be reviewed in accordance with Clanwilliam Institute Quality Assurance Procedures as part of its continuous improvement process, to ensure its policies and procedures, assessment process and assessment tools are revised where necessary.

The detailed policy and procedure for an appeal is described in Section 3.7 Policy for Appeals and 3.8 Procedure for Appeals.

7.10.5 Related Legislation, Regulation or Guidelines

- Qualifications and Quality Assurance (Education and Training) Act 2012
- Core Statutory Quality Assurance Guidelines (QQI, 2016)
- Sector-Specific Quality Assurance Guidelines for Independent/Private Providers (QQI, 2016)
- QQI Statutory QA Guidelines for Providers of Blended and Fully Online Programmes (2023)
- Assessment and Standards (QQI, Revised 2013)
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015)
- General Data Protection Regulation (GDPR) (EU) 2016/679

7.10.6 Control Sheet

Policy and Procedure Title	**Rechecks, Reviews and Appeals**
Responsible Officer(s)	Director of Academic and Professional Programmes
Issuance Date	July 2014
Effective Date	July 2014
Last Revision Date	September 2026
Supersedes	Version 4.0, 2025
Next Revision Date	September 2027
Designated Reviewers	Board of Directors, Management Team, Academic and Professional Council
Scope	All programmes

7.10.7 Revision History

Revision	Approval Date	Revision Description	Originator	Approved by
New Policy	July 2014	First Draft and Implementation of Policy	Training Programmes Advisor	Management Team and Board of Directors
Version 1.1	July 2016	Minor Amendments	Director of Professional and Academic Programmes	Management Team and Board of Directors
Version 2.0	May 2021	Major Revisions and Streamlining	Director of Professional and Academic Programmes	Academic and Professional Council
Version 3.0	July 2023	Review of Policy and procedures	Director of Professional and Academic Programmes	Academic and Professional Council
Version 4.0	May 2025	Policy updated to incorporate procedures and evidence	Director of Professional and	Academic and

Revision	Approval Date	Revision Description	Originator	Approved by
		submission formats for rechecks, reviews, and appeals in synchronous (live online) delivery contexts. Clarifies learner rights, digital evidence provisions, remote attendance, and alignment with QQI Assessment and Standards (2022).	Academic Programmes	Professional Council
Version 5.0	September 2026	Policy updated to clarify the application of rechecks, reviews and appeals across onsite, synchronous online and digitally submitted assessment. Recheck and review provisions were refined, and the assessment appeals process was aligned with CWI's central Policy and Procedure for Appeals.	Director of Professional and Academic Programmes	Academic and Professional Council

7.11 AI Use in Teaching and Assessment Policy

Quality Assurance Area:	Programmes of Education and Training Assessment of Learners Documented Approach to QA
Policy Owner:	Director of Academic and Professional Programmes
Applicable to:	Staff and Learners

7.11.1 Purpose

This policy establishes CWI's requirements for the responsible, ethical and transparent use of artificial intelligence in teaching, learning and assessment. It supports academic integrity, appropriate assessment design, protection of personal and confidential information, and clear communication of permitted and prohibited AI use.

7.11.2 Scope

This policy applies to all learners and staff engaged in CWI programmes and to teaching, learning and assessment conducted onsite, synchronously online or through approved digital systems.

It applies to formative and summative assessment, including written work, digital submissions, oral assessments, presentations, practical or clinical assessment and other activities through which learners demonstrate achievement of learning outcomes.

7.11.3 Policy Statement

Clanwilliam Institute recognises the growing impact of AI tools in education and aims to guide their responsible and ethical use. While AI can support learning and productivity, its misuse may undermine the values of independent thinking and academic honesty that underpin all programmes.

This policy supports compliance with QQI's expectations for academic integrity in blended and digital contexts.

7.11.4 Principles

- **Academic Integrity:** Work submitted for assessment must be the learner's own unless collaborative or AI-supported work is explicitly allowed.
- **Approved Technology:** AI tools used or recommended by CWI for institutional teaching, learning or assessment purposes must be considered through CWI's Educational Technology Evaluation and Approval Procedure. The availability of an AI tool does not, in itself, provide a reason for its use.
- **Transparency:** All use of generative AI in assessments or learning tasks must be clearly declared. Undeclared use may constitute academic impropriety.
- **Critical Use:** Learners should be taught to engage critically with AI outputs and avoid over-reliance on content they did not produce.

- **Equity and Accessibility:** Learners will receive clear information about any AI tools they are expected or permitted to use. A learner will not be required to use a particular AI tool unless appropriate access, guidance and any necessary alternative arrangements have been considered.
- **Pedagogical Intentionality:** The use of AI in teaching, learning or assessment will be based on an identified educational purpose. Assessment tasks will be designed to support authentic demonstration of learning and achievement of the intended learning outcomes.
- **Privacy and Confidentiality:** Staff and learners must not enter personal data, confidential information, sensitive professional or clinical material, unpublished assessment content or information relating to another person into an AI system unless the system and the proposed use have been approved by CWI.

7.11.5 Responsibilities

7.11.5.1 Learners

Follow the instructions provided in the relevant assessment brief regarding whether and how AI may be used

Declare permitted AI assistance in the format specified by CWI and provide sufficient information to explain how the tool contributed to the work.

May be asked to explain or defend their submitted work during oral assessment or moderation.

Verify the accuracy and appropriateness of AI-generated information and remain responsible for the content submitted

Refrain from entering personal, confidential, clinical or third-party information into unapproved AI systems.

7.11.5.2 Staff

State clearly in assessment briefs whether AI use is permitted, restricted or prohibited

Explain any conditions governing permitted AI use, including applicable declaration requirements

Provide examples of acceptable and unacceptable use relevant to the assessment

Use assessment design that supports authentic demonstration of the intended learning outcomes

Avoid requiring learners to use an AI tool that has not been approved for institutional use

Consider accessibility, learner access and the availability of appropriate alternatives where AI use forms part of a learning or assessment activity

Avoid entering learner work, personal data, confidential material or unpublished assessment content into an unapproved AI system

Treat outputs from text-matching or AI-detection software as indicators requiring further consideration and not as conclusive evidence of academic misconduct

Refer suspected misuse through the Procedure for Suspected Academic Misconduct.

7.11.6 Implementation and Education

This policy will be included in the learner handbooks, and its principles will be embedded in assessment design templates.

AI literacy will be incorporated into learner academic skills sessions.

Staff will be supported through CPD to understand evolving risks and uses of AI.

Examples and templates for academic declarations will be standardised and reviewed annually.

Current guidance on permitted AI use, declaration requirements and academic integrity will be made available or clearly signposted through Moodle and relevant programme and assessment information.

Where AI requirements differ between modules or assessments, the applicable requirements will be stated in the individual assessment brief. Requirements must not be changed informally through Moodle, Microsoft Teams or another communication channel after the assessment has been issued.

7.11.7 Breaches

Use of AI contrary to the instructions provided for an assessment, including prohibited or undeclared use, may constitute academic misconduct.

Suspected misuse will be considered under the Policy for Academic Integrity and the Procedure for Suspected Academic Misconduct. The learner will have an opportunity to respond and provide relevant information about how the work was developed.

Outputs from AI-detection or text-matching software will be considered alongside the assessment, the learner's response and other relevant evidence. A finding of academic misconduct will not be based solely on a software-generated score or indicator.

7.11.8 Review

This policy will be reviewed annually by the Academic and Professional Council or earlier in response to legal or technological developments.

7.11.9 Related Legislation, Regulation or Guidelines

- Qualifications and Quality Assurance (Education and Training) Act 2012
- QQI Core Statutory Quality Assurance Guidelines (2016)
- QQI Statutory QA Guidelines for Providers of Blended and Fully Online Programmes (2023)
- QQI Assessment and Standards (2013, Revised)
- National Academic Integrity Network (NAIN) Guidelines on Generative AI in Education (2023)
- Clanwilliam Institute Digital Learning Environment Strategy 2026–2029 and Digital Learning Implementation and Staff Development Plan 2026–2029
- General Data Protection Regulation (GDPR) (EU) 2016/679
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015)
- Clanwilliam AI Use Guidelines for Faculty (internal, 2025)
- Clanwilliam AI Use Statement – Learner Handbook (internal, 2025)

7.11.10 CONTROL SHEET

Policy and Procedure Title	**AI Use in Teaching and Assessment Policy**
Responsible Officer(s)	Director of Academic and Professional Programmes
Issuance Date	May 2025
Effective Date	May 2025
Last Revision Date	September 2026
Supersedes	Version 1.0, 2025
Next Revision Date	September 2027
Designated Reviewers	Board of Directors, Management Team, Academic and Professional Council
Scope	All programmes

7.11.11 REVISION HISTORY

Revision	Approval Date	Revision Description	Originator	Approved by
New Policy	May 2025	First Draft and Implementation of Policy	Director of Professional and Academic Programmes	Academic and Professional Council and Board of Directors
Version 2.0	September 2026	Added a cross-reference to the Digital Learning Environment Strategy 2026–2029 in the Related Legislation, Regulation or Guidelines list.	Director of Academic and Professional Programmes	Academic and Professional Council

8. SUPPORTS FOR LEARNERS

8.1 POLICY FOR LEARNER SUPPORTS

Quality Assurance Area:	Supports for Learners
Policy Owner:	Director of Academic and Professional Programmes
Applicable to:	Learners

8.1.1 PURPOSE

This policy outlines the range of supports and services available to learners.

8.1.2 SCOPE

This policy applies to prospective and enrolled learners. It covers learner supports associated with onsite, synchronous online and digitally supported programme participation.

Supports will be made available through arrangements appropriate to their purpose and the learner's mode of participation. Equivalent access does not require every support to be delivered in an identical format.

8.1.3 POLICY

Clanwilliam Institute is committed to the equitable provision of learning resources and support services for learners, with the aim to enhance both the learning environment and the overall learner experience. Learning resources and support services are subject to ongoing review as part of Programme Monitoring and Programmatic Review, which ensures they are fit-for-purpose and accessible to those who may require them. Clanwilliam Institute affirms that learners participating in synchronous (live online) learning shall have equitable access to academic, technical, and wellbeing supports. Learners will have appropriate access to academic, administrative, wellbeing, accessibility and technical support across onsite and synchronous online provision. Information provided to learners will identify the nature of the supports available, the appropriate initial contact and any relevant availability or escalation arrangements.

Learner support arrangements will be reviewed through programme monitoring, learner feedback and CWI's review of the Digital Learning Environment.

8.1.4 LEARNING ENVIRONMENT

Clanwilliam Institute provides a responsive supportive learning environment for staff, therapists and learners. Clanwilliam Institute is at the heart of a community of family therapists that support learners' academic studies and who share their professional experience, academic expertise and knowledge of clinical work. Learners are embedded in a wider network of family therapists and professional community of family therapy as they undertake their training.

8.1.5 LEARNING RESOURCES AND SUPPORT SERVICES

Resources and supports are an integral part of the programme at Clanwilliam Institute and are promoted actively by supervisors, PPD facilitators, the programme administrator and the Director of Academic and

Professional Programmes. The academic resources are vital to the achievement of the knowledge required to integrate theory and practice as a family therapist.

Learning resources and supports are designed to provide learners with the means to successfully achieve their academic and professional awards. These resources and supports are tailored to back up and expand on the curriculum that they pursue in their clinical teams and seminar programs. The programme is validated by QQI, EAPTI and FTAI and is benchmarked to their standards.

Prospective learners will receive information about relevant programme participation requirements and available supports before enrolment. Enrolled learners will receive or be directed to current support information during induction and through the relevant learner information and Moodle areas.

Information will distinguish, as appropriate, between:

- academic support
- programme and administrative queries
- Moodle access and administration
- Microsoft Teams or other technical difficulties
- accessibility and reasonable accommodation
- wellbeing and learner care
- complaints and appeals

Learners will not be expected to identify complex internal responsibility structures before seeking assistance. A clear initial contact will be identified for each principal type of support.

- **Learner Personal Support** from Clinical Supervisors, their team and PPD groups, where needed, to enable learners to negotiate their path through a challenging course as effectively as possible. Including online access to academic advising and pastoral care where appropriate.
- **Digital Systems and Technical support:** Learners receive guidance on accessing and using the principal digital systems required for their programme. The Programme Administrator with designated responsibility for VLE administration is the first point of contact for routine Moodle access and administrative issues. Matters requiring specialist technical assistance will be referred to CWI's external IT support. Where a technical issue affects programme delivery, assessment or requires wider academic coordination, it will be referred to the relevant Programme Leader or Director of Academic and Professional Programmes. Learners will receive information on:
    - how to report a technical difficulty
    - the information they should provide when reporting an issue
    - available support and escalation routes
    - any contingency arrangements relevant to scheduled teaching or assessment.
- **Academic and writing support** is available to learners throughout the programme and may arise through the programme itself or at the request of a learner.
- **Learner Handbook**, which contain the policies and procedures relating to learner progression

through the programme, as well as information about available supports.

- **Programme Handbook**, which details the information relevant to their academic path.
- **Access to Reasonable Accommodations**, where a learner may require additional support due to a learning difference, medical condition or long-term illness.
- **Complaints and Appeals**, the procedures for which are made aware to learners and can be invoked where grounds exist. These procedures are available in the Institute's QA Manual.
- **Library services**, which includes access to named journals on Wiley Library online, as well as borrowing use at Trinity College Library via the programme administrator.
- **Virtual Learning Environment (Moodle):** All learners receive orientation on the VLE during induction and are provided with ongoing support throughout their programme. Moodle is developed and maintained in line with the Moodle Design Standards and is used to support programme and module information, learning resources, formative activity, communication, and assessment submission and feedback, in accordance with the Digital Learning Environment Strategy 2026–2029. Moodle may provide learning resources, formative activities, preparation, consolidation, communication and feedback outside scheduled contact time. These activities support the approved onsite and synchronous online delivery model and do not, in themselves, constitute asynchronous programme delivery.
- **Digital Orientation, Literacy and AI Awareness:** Learners receive orientation and ongoing guidance appropriate to the digital systems required for their programme. Further guidance is provided through the Learner Digital Orientation Guide. This includes:
    - accessing and navigating Moodle
    - joining synchronous online sessions through Microsoft Teams
    - locating programme, assessment and support information
    - submitting assessment through Moodle
    - understanding relevant participation, privacy, confidentiality and online-conduct expectations
    - identifying where to seek technical or academic assistance
    - using artificial intelligence and other digital tools responsibly in accordance with CWI policy
- **Dissertation Supervision**
- **Clinical Supervision**
- **Programme Day:** An annual workshop led by an internationally recognised family therapist.

8.1.5.1 CLANWILLIAM INSTITUTE IS RESPONSIVE TO LEARNER NEEDS:

a. Clanwilliam Institute trains family therapists in the systemic psychotherapy modality. The clinic in which clinical supervision takes place is a Family Therapy clinic. All learner resources and supports are directed towards this systemic approach to psychotherapy and are responsive to the needs of the programme.

b. Learning resources and supports for the programme are revised and changed as the programme demands, based on feedback from learners, faculty, the APC, clinical team clients and directives from QQI, FTAI and EAP where appropriate.

c. Learning resources and supports for the programme are under constant review through feedback from supervisors and learners at weekly clinical team sessions, monthly faculty meetings, yearly review and planning meetings. They are revised and or added to as agreed by the faculty.

8.1.6 LEARNER CARE

Care for our learners is an integral part of the programme in Clanwilliam Institute. The nature of therapy can open up possibilities for learners to become more aware of difficult personal histories or experience vicarious trauma from the clinical work they are undertaking. Personal development work, in particular within the PPD group, is required throughout the four years of the programme. The open structure and format of the PPD group and the absence of a graded assessment process is utilised to facilitate learner support, growth and personal development.

The programme fosters a culture of group discussion about all aspects of academic and practical work and access to mutual encouragement and informal support structures. These less formalised practices are of considerable importance in supporting the learning and development of learners and are encouraged by the small learning groups and the interaction between Training and Clinical Departments within Clanwilliam.

If learners are unable or unwilling to speak to their clinical supervisor or PPD facilitator, the institute is committed to providing different pathways for attending to these experiences. Concerns, interpersonal tensions, or personal responses to the programme that impact on learning can happen at any time. While formal policies are available for particular, more serious situations, learners are encouraged to raise concerns at an early stage and may seek informal resolution where this is appropriate to the nature of the concern. Informal resolution is not required where the learner considers it unsuitable, and it does not restrict access to CWI's formal complaints, appeals or other applicable procedures. For these reasons, learners are encouraged and facilitated to try and sort out any issues informally first if at all possible.

8.1.6.1 KEY POINTS:

- If a learner is experiencing concerns or issues on the programme that is connected to their experience of the programme, then they are encouraged to speak about this within the programme. Learners are supported to consider the impact of where it might be most appropriate for them to address very personal issues which might include personal therapy.
- Personal experiences of something working well are important to speak about – they can help the programme be more useful to future learners.
- There are structures in place that allow a learner to attend to their personal experiences in the programme. These include the PPD group and the clinical team. These group process can be particularly useful in providing peer support and feedback to learners.
- Where these group processes do not appear to be useful to a learner at a particular time, then there are opportunities for learners to speak with the Clinical Supervisor or Director of Professional and Academic Programmes individually within the bounds of clear lines of confidentiality i.e. learners are made aware where and who information will be shared with.

- The importance of reflection and self-care are also emphasised throughout the programme. Learners, therefore, are encouraged to consider how informal conversation can be used to address, settle or resolve the tensions they experience. Addressing these experiences at an early stage may prevent issues from getting worse, and the faculty is available to assist learners to do so.

8.1.7 Learner Representation

A learner representative for each year of a given programme is elected by the learner groups at the beginning of each academic year. This learner acts as a representative, when required by the other learners in the year group, to approach the Clinical Team Supervisor, PPD Facilitator, Programme Administrator, Director of Academic and Professional Programmes, the Head of Clinical Services or Clinical Coordination Manager, if a matter of general concern arises.

The representative contacts the requisite party to communicate the nature of the concern and to ask for assistance in resolving it. Depending on the nature of the concern, it can be dealt with by the individual approached or, in the case of a more complex issue, it will be raised at a faculty meeting.

Membership of the Academic and Professional Council also contains a learner representative, who can report back to the learner body.

Learner representatives will be provided with appropriate opportunities to participate in programme feedback and monitoring. Participation may take place onsite, through written submissions or through an approved secure video-conferencing platform, according to the purpose and arrangements of the relevant meeting.

8.1.8 Feedback and Review

Learners are surveyed regularly for their input in relation to learning resources and supports. Ongoing learner feedback is gathered in the following ways:

- Regular, focused feedback, which is collected on particular areas of learner experience such as seminars and clinical groups
- End-of-year reviews, which gather feedback on the total learning experience
- Informal feedback, which can be given throughout the year to the Clinical Supervisors, programme administrator and Director of Academic and Professional Programmes

Feedback from learners about resources and supports is provided for in the agenda for monthly Faculty meetings and annual Faculty programme reviews and is utilised in ongoing programme monitoring and review. Feedback opportunities may be provided onsite or through approved digital systems such as Moodle or Microsoft Forms. The arrangements used will provide learners across the approved delivery modes with appropriate opportunities to contribute. This feedback is fundamental to the enhancement of the programme curriculum, the improvement of programme delivery, the maintenance of a coherent programme, and enhancement of learner support services.

8.1.9 Responsibilities

- **All learners** are responsible for engaging with the resources and services available to them, and for providing accurate/relevant information to Clanwilliam Institute in the case of a request for the

provision of additional supports or other learning resources.

- The **Programme Administrator** with designated responsibility for VLE administration is responsible for responding to routine Moodle access and administrative queries and referring matters requiring specialist technical support.
- **Programme Leaders** are responsible for monitoring whether learners can access relevant academic and programme supports and for referring recurring or significant issues through the appropriate governance route.
- The **Director of Academic and Professional Programmes** is responsible for oversight of learner-support arrangements and for coordinating responses where an issue affects programme delivery, assessment or several areas of learner support.
- The **Clinical Supervisor** and/or **Director of Academic and Professional Programmes** is/are responsible, as appropriate, for the facilitation of learner care in the event as learner is experiencing concerns or issues on the programme that is connected to their experience of the programme.
- **All members of staff** have a responsibility to assist learners and to facilitate the provision of relevant supports as needed.

8.1.10 Related Legislation, Regulation or Guidelines

- Qualifications and Quality Assurance (Education and Training) Act 2012
- Core Statutory Quality Assurance Guidelines (QQI, 2016)
- Sector-Specific Quality Assurance Guidelines for Independent/Private Providers (QQI, 2016)
- QQI Statutory QA Guidelines for Providers of Blended and Fully Online Learning Programmes (2023)
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015)
- General Data Protection Regulation (GDPR) (EU) 2016/679
- Education for Persons with Special Educational Needs (EPSEN) Act 2004
- Clanwilliam Institute Digital Learning Environment Strategy 2026–2029 and Moodle Design Standards
- Equal Status Acts 2000–2015
- Charter for Inclusive Teaching and Learning (AHEAD)
- Code of Practice for Provision of Programmes of Education and Training to International Learners 2015 (QQI)

8.1.11 Control Sheet

Policy and Procedure Title	**Supports for Learners**
Responsible Officer(s)	Director of Academic and Professional Programmes
Issuance Date	July 2014
Effective Date	July 2014
Last Revision Date	September 2026
Supersedes	Version 3.0, 2023
Next Revision Date	September 2027
Designated Reviewers	Board of Directors, Management Team, Academic and Professional Council
Scope	All programmes

8.1.12 Revision History

Revision	Approval Date	Revision Description	Originator	Approved by
New Policy	July 2014	First Draft and Implementation of Policy	Training Programmes Advisor	Management Team and Board of Directors
Version 1.1	July 2016	Minor Amendments	Director of Professional and Academic Programmes	Management Team and Board of Directors
Version 2.0	May 2021	Major Revisions and Additions	Director of Professional and Academic Programmes	Academic and Professional Council
Version 3.0	July 2023	No Amendments	Director of Academic and Professional Programmes	Academic and Professional Council

Revision	Approval Date	Revision Description	Originator	Approved by
Version 4.0	May 2025	Policy updated to confirm the availability and adaptation of learner support for synchronous (live online) delivery. Includes clarification on Moodle use, technical support, feedback access, remote learner representation, and the addition of digital literacy and AI-related support.	Director of Academic and Professional Programmes	Academic and Professional Council
Version 5.0	September 2026	Policy updated to clarify learner-support arrangements across onsite, synchronous online and digitally supported provision. Revisions address digital orientation, Moodle and technical-support routes, accessibility, learner representation, feedback mechanisms and links to the Digital Learning Environment supporting documents, and update the description of the Virtual Learning Environment (Moodle) to reflect its expanded educational use in line with the Moodle Design Standards and the Digital Learning Environment Strategy 2026–2029.	Director of Academic and Professional Programmes	Academic and Professional Council

9. Information and Data Management

9.1 Policy for Information and Data Management

Quality Assurance Area:	Information and Data Management
Policy Owner:	Director of Academic and Professional Programmes
Applicable to:	Staff

9.1.1 Purpose

The purpose of this policy is to set out how Clanwilliam Institute collects, processes, stores, protects and uses information and data in support of its academic, administrative and quality assurance activities.

It establishes the principles governing personal data, academic records and data generated through approved digital systems used for onsite, synchronous online and digitally supported provision. It also supports compliance with the General Data Protection Regulation, the Data Protection Act 2018 and other relevant legal and regulatory requirements.

9.1.2 Scope

This policy applies to all staff, learners, contractors and third parties who create, access, process or manage information on behalf of Clanwilliam Institute.

It applies to information held in manual or electronic form and to data created or processed through approved institutional systems, including learner and academic records, Moodle, synchronous online platforms, assessment systems, communications systems, recordings, participation data and system-generated activity records.

All processing must be proportionate to its stated purpose and carried out through approved systems and processes.

9.1.3 Context

The General Data Protection Regulation 2016 ("GDPR") replaces the EU Data Protection Directive of 1995 and supersedes the laws of individual Member States that were developed in compliance with the Data Protection Directive 95/46/EC. Its purpose is to protect the "rights and freedoms" of individual persons (i.e. living individuals) and to ensure that personal data is not processed without their knowledge, and that wherever possible, it is not processed without their consent.

9.1.4 Definitions

For the avoidance of doubt, and for consistency in terminology, the following definitions apply within this Policy:

- **Approved Digital System:** A digital platform, application or service approved for institutional use in accordance with CWI's Educational Technology Evaluation and Approval Procedure and recorded, where applicable, in the Digital Service Register.

- **Data:** This includes both automated and manual data. Automated data means data held on computer or stored with the intention that it is processed on a computer or a digital information management system. Manual data means data that is processed as part of a relevant filing system, or which is stored with the intention that it forms part of a relevant filing system.
- **Data Controller:** A person or entity who, either alone or with others, controls the content and use of Personal Data by determining the purposes and means by which that Personal Data is processed.
- **Data Processor:** A person or entity who processes Personal Data on behalf of a Data Controller on the basis of a formal, written contract, but who is not an employee of the Data Controller, processing such Data in the course of his/her employment.
- **Data Protection Officer:** A person appointed by Clanwilliam Institute to monitor compliance with the appropriate Data Protection legislation, to deal with Subject Access Requests, and to respond to Data Protection queries from staff members and service recipients
- **Data Subject:** A living individual who is the subject of the Personal Data, i.e. to whom the data relates either directly or indirectly.
- **Personal Data:** Information which relates to a living individual, who can be identified either directly from that data, or indirectly in conjunction with other data which is likely to come into the legitimate possession of the Data Controller.
- **Special Categories of Personal Data:** A particular category of Personal Data relating to: Racial or Ethnic Origin, Political Opinions, Religious, Ideological or Philosophical beliefs, Information relating to mental or physical health, information in relation to one's sexual orientation, information in relation to commission of a crime and information relating to conviction for a criminal offence.
- **Relevant Filing System:** Any set of information in relation to living individuals which is not processed by means of equipment operating automatically (computers), and that is structured, either by reference to individuals, or by reference to criteria relating to individuals, in such a manner that specific information relating to an individual is readily retrievable.

9.1.5 POLICY

1. Clanwilliam Institute must comply with the Data Protection principles set out in the relevant legislation. This Policy applies to all Personal Data collected, processed and stored by Clanwilliam Institute in relation to its staff, service providers, learners and clients in the course of its activities. Clanwilliam Institute makes no distinction between the rights of Data Subjects who are employees, and those who are not. All are treated equally under this Policy.
2. Clanwilliam Institute commits to having an external review of its data protection and GDPR practices carried out on a biennial basis. This does not replace ongoing internal monitoring, risk assessment or review following a material change to a system, service or processing activity.
3. Clanwilliam Institute will ensure that it gathers and uses current and relevant information and data in its monitoring, evaluation and improvement of organisational practices and procedures.
4. Clanwilliam Institute commits to only collecting and processing data for purposes that are lawful, fair and necessary for the purposes of programme provision or the fulfilment of its legal obligations.

5. Clanwilliam Institute respects the privacy and Data Protection rights of its learners, staff, and any other persons whose data it holds, and commits to complying with its obligations under all relevant legislation.
6. Clanwilliam Institute respects the rights of data subjects under applicable data protection legislation, including the rights to be informed, to access and rectify personal data, and, where applicable, to erasure, restriction, objection, data portability and withdrawal of consent.
7. Clanwilliam Institute will identify and document an appropriate lawful basis for each personal-data processing activity. Consent will be relied upon only where it is the appropriate lawful basis and can be freely given, specific, informed and withdrawn.
8. Personal data will be stored securely and accessed or disclosed only where there is a lawful and authorised purpose. Access will be limited according to role and operational need, and information will be shared with third parties only where an appropriate legal, regulatory or contractual basis exists.
9. Data retention will adhere to Clanwilliam Institute's Data Retention Schedule and data will be retained for no longer than is necessary for legal, administrative, financial or historical purposes.
10. Clanwilliam Institute will ensure that all staff receive sufficient training to be able to recognise data protection issues they may encounter in the course of their duties and respond appropriately.
11. Information and data arising from blended provision will be managed in accordance with the same data-protection, confidentiality and records-management principles that apply to onsite provision. This includes data created through Moodle, approved synchronous online platforms, digital assessment processes and associated support services.
12. CWI will use only approved digital systems for institutional teaching, learning, assessment, communication and learner-support activities. Digital systems will be subject to proportionate evaluation of their purpose, reliability, security, accessibility, support arrangements, data-processing implications and continuity requirements.
13. Learners and staff will be informed about the collection and use of attendance, participation, submission, communication and system-activity data. Such data will be used only for stated and proportionate purposes, including programme administration, learner support, assessment, quality assurance and service improvement.
14. Synchronous sessions will only be recorded for a defined and approved purpose. Participants will be informed in advance of the purpose of the recording, the lawful basis for processing, who may access it and how long it will be retained. Recordings will be stored only in approved institutional systems and will not be downloaded, copied or shared except where authorised.
15. Data and learning analytics may be used to identify patterns in learner participation, inform appropriate support and contribute to programme monitoring and enhancement. Analytics will be interpreted in context and will not be used as the sole basis for significant decisions about an individual learner.
16. CWI will maintain appropriate security, access-control, backup, recovery and incident-management arrangements for information held in systems that support blended provision.

9.1.6 Responsibility

- **The Chief Executive Officer** is responsible for overseeing the activities of the appointed Data Protection Representative and for the overall management of Information Processing in Clanwilliam Institute.
- **The Director of Academic and Professional Programmes** has responsibility for ensuring the Information and Data Management policy and procedures of Clanwilliam Institute are implemented, insofar as they apply to academic programmes.
- The **Programme Administrator** with designated responsibility for VLE administration is responsible for the authorised administration of Moodle accounts, enrolments, permissions and programme areas, in accordance with the Moodle Management and Maintenance Procedure.
- The **IT Function** and relevant external service providers are responsible, within their defined roles and service arrangements, for technical security, backup, recovery, access support and escalation relating to approved digital systems.
- **System owners** and **authorised users** are responsible for ensuring that personal and academic data are accessed and used only for approved purposes and that suspected security or data-protection incidents are reported promptly.
- **All Staff, faculty and associate faculty** are responsible for the implementation and execution of the policy and associated procedures.
- **All Learners and Staff** are responsible for reporting any suspected breaches of their personal data to the Data Protection Representative.

9.1.7 Related Legislation, Regulation or Guidelines

- Data Protection Act 2018
- The General Data Protection Regulation (GDPR) 2018
- e-Privacy Directive 2019
- Core Statutory Quality Assurance Guidelines 2016 (QQI).
- Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines 2016 (QQI).
- Policies and criteria for the validation of programmes of education and training 2017 (QQI)
- Policy and Criteria for Making Awards 2014 (QQI)
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015)
- QQI Statutory QA Guidelines for Providers of Blended and Fully Online Learning Programmes (2023)

9.2 Procedure for Information and Data Management

9.2.1 Clanwilliam Institute as a Data Controller

In the course of its daily organisational activities, Clanwilliam Institute acquires, processes and stores personal data in relation to:

- Employees of Clanwilliam Institute
- Clients of Clanwilliam Institute
- Learners of Clanwilliam Institute
- Third party service providers engaged by Clanwilliam Institute
- Clanwilliam's Website (see https://www.clanwilliam.ie/privacy-statement/)

In accordance with the Irish Data Protection legislation, this data must be acquired and managed fairly. Not all staff members will be expected to be experts in Data Protection legislation. However, Clanwilliam Institute is committed to ensuring that its staff have sufficient awareness of the legislation in order to be able to anticipate and identify a Data Protection issue, should one arise. In such circumstances, staff must ensure that the Data Protection Officer is informed, and in order that appropriate corrective action is taken.

Due to the nature of the services provided by Clanwilliam Institute, there is regular and active exchange of personal data between Clanwilliam Institute and its Data Subjects. In addition, Clanwilliam Institute exchanges personal data with Data Processors on the Data Subjects' behalf.

This is consistent with Clanwilliam Institute's obligations under the terms of its contract with its Data Processors.

This policy provides the guidelines for this exchange of information, as well as the procedure to follow in the event that a Clanwilliam Institute staff member is unsure whether such data can be disclosed.

In general terms, the staff member should consult with the Data Protection Officer to seek clarification.

9.2.2 Data Access Requests

Under Article 15 of the GDPR, everyone has a right to obtain a copy, of any information relating to them kept on computer or in a structured manual filing system or intended for such a system by any organisation. The data subject may use the Data Protection application or write a letter clearly stating that the application is being made under Data Protection Acts.

In the normal course of events, an organisation will be obliged to respond to an access request within one month of receiving the request (most organisations manage to reply much sooner). In certain limited circumstances, the one-month period may be extended by two months (taking into account the complexity of the request and the number of requests). Where an organisation is extending the period for replying to a request, it must inform the applicant of any extension, and the reason(s) for the delay in responding, within one month of receiving the request.

There is no fee payable to make an access request - the organisation must deal with requests for free. However, where the organisation believes a request is manifestly unfounded or excessive (for example where an individual makes repeated unnecessary access requests), the organisation may either charge a fee

taking into account its administrative costs in dealing with the request(s) or refuse to act on the request(s). The burden of demonstrating why a request is manifestly unfounded or excessive rests on the organisation.

9.2.3 EXCEPTIONS TO THE RIGHT OF ACCESS

The Data Protection Act 2018 sets out some limited circumstances in which an organisation may not be required to provide a copy of personal data. In particular, an organisation may be exempt from providing personal data if a restriction of right of access is necessary:

- to safeguard cabinet confidentiality, judicial independence and court proceedings, parliamentary privilege, national security, defence and the international relations of the State
- for the prevention, detection, investigation and prosecution of criminal offences and the execution of criminal penalties
- for the administration of any tax, duty or other money due or owing to the State, a local authority or other public authority or body
- in contemplation of or for the establishment, exercise or defence of, a legal claim, prospective legal claim, legal proceedings or prospective legal proceedings whether before a court, statutory tribunal, statutory body or an administrative or out-of-court procedure
- for the enforcement of civil law claims, including matters relating to any liability of an organisation in respect of damages, compensation or other liabilities or debts related to the claim, or
- For the purposes of estimating the amount of the liability of an organisation on foot of a claim for the payment of a sum of money, whether in respect of damages or compensation, in any case in which the application of those rights or obligations would be likely to prejudice the interests of the organisation in relation to the claim.
- In addition, an organisation may not be required to provide you with a copy of your personal data where the data consists of an expression of opinion about you by another person given in confidence, or on the understanding that it would be treated as confidential, to a person who has a legitimate interest in receiving the information.

An individual's right of access may also be restricted where, in the opinion of a medical professional, to grant access to the data would be likely to cause serious harm to the individual's physical or mental health. Access to personal data kept for, or obtained in the course of carrying out of social work by a public authority, public body, voluntary organisation or other body may be similarly restricted.

Access to personal data may also be restricted where such restrictions are necessary for the purposes of safeguarding important objectives of public interest.

Finally, the GDPR also provides that the right to obtain a copy of a person’s personal data must not adversely affect the rights and freedoms of others. For example, when responding to an access request, an organisation should not provide the requestor with personal data relating to a third party that would reveal the third party’s identity.

To help Clanwilliam respond to a request be as specific as possible about the information being requested. Every effort will be made by the Data Protection Officer to deal with the request as soon as possible. Data subjects may be asked to provide proof of identity. In the event of the data subject not being satisfied with

the decision of the Data Protection Officer s/he has the right to complain to the Data Protection Commissioner who will investigate the matter further. The Commissioner has legal powers to ensure that the client's rights are upheld.

All applications should be addressed to:

Data Protection Officer,
Clanwilliam Institute

Lynx House

Lower Kilmacud Road

Old Church Road

Stillorgan

Co. Dublin

email: clinical@clanwilliam.ie
www.clanwilliam.ie

9.2.4 Third-Party Processors

In the course of its role as Data Controller, Clanwilliam Institute engages a number of Data Processors to process Personal Data on its behalf. In each case, a formal, written contract is in place with the Processor, outlining their obligations in relation to the Personal Data, the specific purpose or purposes for which they are engaged, and the understanding that they will process the data in compliance with the Irish Data Protection legislation.

These Data Processors include:

- IT support (Server support, electronic client management system support)
- Association for Agency Based Counselling and Psychotherapy in Ireland (AACPI)

9.2.5 Information Held in Digital Systems

Personal, academic and operational data may be processed through approved institutional systems used to support onsite, synchronous online and digitally supported provision.

Before a new digital service is adopted, its purpose, data requirements, security, accessibility, technical support, contractual arrangements and continuity implications will be considered through the Educational Technology Evaluation and Approval Procedure. Approved services and assigned responsibilities will be recorded in the Digital Service Register.

Access to institutional systems will be provided according to role and operational need. Accounts must not be shared, and access will be amended or withdrawn when a person's role, enrolment or relationship with CWI changes.

9.2.6 Data Retention Schedules

9.2.6.1 STAFF – DATA RETENTION SCHEDULE

Example of Employee Data	Statutory Retention Period
Payslips and records pertaining to wages	3 years
Weekly working hours, name and address of employee, PPS numbers and statement of duties	3 years
Records relating to employees under 18yrs of age	3 years
Records relating to collective redundancies	3 years
Records relating to parental leave	8 years
Tax Records	6 years
Records relating to workplace incidents	10 years
Employment permit records	5 years or duration of employment

9.2.6.2 ACADEMIC RECORDS – DATA RETENTION SCHEDULE

Example of Academic data	Statutory Retention Period
RPL FILES/ APC, Faculty and Exam Board Minutes / Dissertations / publications / External Examiner Reports / Course handbooks / Course prospectus / External Examiner reports / task force meetings /Transcripts of Learner results Award date Course undertaken	Keep Indefinitely
Correspondence External Examiner	3 years
Appeals files	3 years
Sickness certs and mitigating circumstances	3 years
Learner logbooks / attendance sheets / placement logs	3 years or until professional registration
Timetables	1 year
Learner file s/exam scripts (digital and analogue)	1 year post graduation
Assignments / Learner correspondence (digital and analogue)	Duration of course and appeal period

In Clanwilliam Institute, personal identifying information on all learners is gathered and maintained for the purpose of providing a learner focused service to each learner, and for registering learners for certification with accrediting bodies.

Records will not be duplicated in paper and electronic form unless there is a defined academic, legal or operational requirement.

9.2.6.3 DATA RECORDS

Information is collected for each individual learner as part of the application process and is held in Learner Records and updated as required. All personal information collected through these processes (i.e. name(s), addresses, email, contact telephone numbers, PPSN, gender, nationality, country of birth, occupational status and emergency contacts.) is input into Clanwilliam Institute database, updated as required and maintained in accordance with data retention legislation.

A learner may register a change in their personal details at any stage of their studies.

A record of learners' transcripts and their degrees are retained on the database, and QQI qualifications are available on the QBS also.

Additional hard copy documentation gathered in the application process is maintained for the period of study of the individual learner. This can include:

- Application form
- Photographs
- Previous educational transcripts
- references
- CV
- English proficiency evidence (International learners)
- Interview record form

This information is securely shredded one year after the learner graduates.

9.2.6.4 DATA RETENTION

The following information is maintained through a learner's period of study in Clanwilliam Institute to ensure consistency in the application of Clanwilliam Institute policy and procedures:

- Individual learner records,
- Assessment submissions
- Assignment deferral applications,
- Medical certificates.

Information such as transcripts of learners' results, course, curricula, learners logs and handbooks which may be called upon after graduation are maintained by Clanwilliam Institute indefinitely and all other information is deleted as awards have been issued and appeals dates have passed.

This information may include:

- 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 as detailed in the Chapter ** Policy and procedures on Disciplinary matters.

Academic Performance and Achievement Details of programmes, modules and assessments completed by learners are recorded and maintained indefinitely, to facilitate the certification of learners' work through the accrediting bodies as well as facilitating access, transfer and progression for learners.

9.2.6.5 DATA STORAGE

Assessment marks and academic records will be maintained in approved, access-controlled institutional systems. Working records will be accessible only to authorised personnel, and final results will be transferred to and retained in the formally approved academic record following the relevant examination and ratification process.

Electronic copies of the broadsheets are maintained on computer file indefinitely, to facilitate the provision of transcripts.

For each year of their studies with Clanwilliam, each learner is assigned a learner file that is maintained by the DAPP and in which the following are stored:

- All work submitted by the learner for assessment.
- Copy of written feedback given to learner on assignments.
- Copies of appropriate documentation regarding assessment supports and/or accommodations implemented.
- Records of assessment appeals and outcomes.

9.2.7 MANAGEMENT INFORMATION SYSTEMS

CWI maintains information necessary for programme administration, academic decision-making, regulatory reporting, learner support and institutional planning through approved information systems. Access is allocated according to role, and the systems and associated risks are reviewed through CWI's governance, digital-service and information-management arrangements.

Relevant information may include applications, enrolment, attendance, participation, assessment submission, progression, achievement, retention, completion, learner feedback and service-performance data.

9.2.7.1 INFORMATION FOR FURTHER PLANNING

Information from approved systems, including appropriately interpreted Moodle activity and assessment data, may inform learner support, programme monitoring and continuous improvement. Data will be considered alongside other relevant evidence and will not be interpreted as a complete measure of learner engagement or used for punitive surveillance.

Where findings are reported for quality assurance purposes, data will be aggregated or anonymised where appropriate. Access to identifiable learner data will be limited to staff with a legitimate support, academic or administrative responsibility.

9.2.7.2 Completion Rates

Completion rates are recorded and made available to external examiners and other external quality reviewers where appropriate. These rates figure in the annual Faculty review and planning meetings and engender opportunities for quality enhancements procedures relating to learner retention.

9.2.8 Academic Records Retention

A central file is maintained for each cohort for each assessed programme, and this contains records and analysis of data in regard to enrolment, attendance, attrition, assignments submit, outcomes, grades, award classifications, progression, and completion. This file is made available to the External Examiner prior to each Examination Board Meeting, and the content is maintained indefinitely.

9.2.8.1 Maintenance of Learner Records

Learner files are maintained both electronically and in hard copy in locked filing cabinets for the duration of the programme – all copies of academic submissions and assessments are kept as well as a transcript of results. On successful completion a transcript of results is retained for each learner.

Learner files contain the following:

- Application documents, references, garda vetting, professional declarations.
- Records of each progression through the course including details of meeting academic and professional body requirements.
- Each Learners file may also include details in relation to courses attended, application documents, financial arrangements, library records, progress reports, tutor/Learner meetings, assignments, evaluation forms and copies of relevant correspondence.
- Evaluations of outcomes/results from subjects, assignments, clinical supervision etc are analysed for each Learner and outcomes may be recorded in the Learner file. Clanwilliam maintains a record of each Learner's certification process in their file. Selected documents in these files are only maintained until the period for eligibility for professional accreditation and/or registration has passed to ensure the accuracy of information if required. When Clanwilliam is aware that professional accreditation and/or registration is complete, the relevant logs may be securely destroyed.

9.2.8.2 Assessment Broadsheets

Broadsheets of assessment results are completed for each academic year for submission to QQI for certification of learners' academic achievements. These electronic broadsheet files are stored indefinitely in a secure filing system, accessible only to internal Clanwilliam Institute staff and may only be amended by authorised personnel of the Administration Department. Any amendments required to broadsheets following their ratification by the Academic and Professional Council will be notified, in writing to the External Examiner(s) and QQI.

9.2.9 CONTROL SHEET

Policy and Procedure Title	**Information and Data Management**
Responsible Officer(s)	Director of Academic and Professional Programmes
Issuance Date	July 2014
Effective Date	July 2014
Last Revision Date	September 2026
Supersedes	Version 4.0, 2025
Next Revision Date	September 2027
Designated Reviewers	Board of Directors, Management Team, Academic and Professional Council
Scope	All programmes

9.2.10 REVISION HISTORY

Revision	Approval Date	Revision Description	Originator	Approved by
New Policy	July 2014	First Draft and Implementation of Policy	Training Programmes Advisor	Management Team and Board of Directors
Version 1.1	July 2016	Minor Amendments	Director of Professional and Academic Programmes	Management Team and Board of Directors
Version 2.0	May 2021	Minor Revisions	Director of Professional and Academic Programmes	Academic and Professional Council
Version 3.0	July 2023	Minor Amendments	Director of Academic and Professional Programmes	Academic and Professional Council

Revision	Approval Date	Revision Description	Originator	Approved by
Version 4.0	May 2025	Policy updated to incorporate guidance on digital data management in synchronous (live online) delivery. Now includes responsibilities around session recording, consent, and platform-specific protocols.	Director of Academic and Professional Programmes	Academic and Professional Council
Version 5.0	September 2026	Policy and procedure revised to address information and data management across onsite, synchronous online and digitally supported provision. Updates clarify the use of approved digital systems, recordings, learning analytics, third-party services, access controls, security, service continuity, incident reporting and the retention of digital and academic records. Legislative terminology, data-subject rights and institutional responsibilities were also updated.	Director of Academic and Professional Programmes	Academic and Professional Council

9.3 Educational Technology Evaluation and Approval Procedure

9.3.1 Purpose

The purpose of this procedure is to establish how Clanwilliam Institute evaluates, approves, records and reviews educational technologies before they are introduced into teaching, learning, assessment, communication or learner support.

The procedure provides a proportionate approval route based on the intended use, scale, cost, impact and risk associated with the proposed technology.

9.3.2 Scope

This procedure applies where a staff member proposes to introduce a digital tool, platform, application or service that has not already been approved for the intended use.

It applies to technologies proposed for:

- teaching and learning activities
- learner interaction or collaboration
- programme or module delivery
- assessment and feedback
- multimedia or content creation
- learner or staff communication
- accessibility and reasonable accommodation
- learner support
- staff support for teaching and learning

Routine use of an existing approved CWI system for its approved purpose does not require a new evaluation. A further evaluation may be required where the intended use of an approved technology changes materially.

9.3.3 Principles

The evaluation and approval of educational technologies will be:

- proportionate to the intended use and associated risks
- based on an identified educational or operational need
- informed by pedagogical suitability rather than technological functionality alone
- consistent with CWI's approved programme delivery models and scope of provision
- attentive to accessibility, data protection, information security and assessment integrity
- informed by the needs of learners and staff
- subject to appropriate institutional oversight
- documented where formal evaluation or approval is required

9.3.4 Proposal and Initial Consideration

The person proposing a new technology will identify:

- the educational or operational need being addressed
- the proposed use and intended users
- whether an approved CWI system already provides the required functionality
- whether learners or staff must create accounts or provide personal data
- whether the technology affects programme delivery or assessment
- whether training or technical support is required
- any initial cost or contractual commitment

The proposal should be discussed with the relevant Programme Leader before the technology is introduced or made available to learners.

No staff member may independently require learners to register for or provide personal data to an unapproved digital service.

9.3.5 Determining the Approval Route

The Programme Leader will determine whether the proposal may be considered as low-risk or limited use or whether it requires wider institutional consideration.

A technology may be considered for approval at programme level where:

- its use is limited to a specific programme, module or activity
- it does not materially change approved programme delivery or assessment
- it does not require learners to provide personal data or establish an external account
- it does not introduce significant accessibility, security, contractual or financial considerations
- it does not duplicate or conflict with an approved institutional system
- appropriate support can be provided within existing arrangements

The relevant Programme Leader may approve low-risk or limited use where these conditions are met.

The proposal must be referred to the Digital Education Working Group where it:

- is intended for use across more than one programme
- requires learner account creation or the processing of personal data
- is intended for assessment or the recording of assessment evidence
- materially affects programme delivery
- requires significant expenditure or contractual commitment
- may affect accessibility, information security or academic integrity
- is intended to replace or integrate with an approved institutional system

- may affect CWI's approved scope of provision
- has wider quality assurance or institutional implications

Where there is uncertainty about the appropriate route, the matter will be referred to the Director of Academic and Professional Programmes.

9.3.6 Evaluation

The proposed technology will be considered against the criteria contained in the approved Educational Technology Evaluation Checklist.

The evaluation will consider, as applicable:

- educational purpose and relevance
- alignment with programme learning outcomes and CWI's approach to teaching and learning
- suitability for the intended learners, programme and delivery mode
- usability for learners and staff
- accessibility and inclusive participation
- data protection and privacy
- information security
- assessment security and academic integrity
- compatibility with existing CWI systems
- reliability and service continuity
- technical support requirements
- staff and learner development requirements
- cost and continuing financial commitment
- contractual or licensing requirements
- sustainability and expected period of use
- duplication of existing functionality
- implications for quality assurance or CWI's approved scope of provision

Specialist advice may be obtained from the Digital Education Advisor, external IT support, the Data Protection Officer or another appropriately qualified person.

9.3.7 Pilot Use

Where the suitability of a proposed technology cannot be established without limited use, a controlled pilot may be approved.

The pilot will specify:

- its purpose
- the permitted users and scope of use

- the person responsible for the pilot
- the period of use
- any restrictions or conditions
- the support arrangements
- the evidence or feedback to be gathered
- how data and learner access will be managed at the conclusion of the pilot

Approval of a pilot does not constitute approval for wider or continuing use.

Following the pilot, the responsible person will report the outcome through the agreed approval route. A decision will then be made to approve, approve with conditions, extend the pilot, require further evaluation or discontinue the technology.

9.3.8 Decision and Approval

Following evaluation, the decision may be to:

- approve the technology for the proposed use
- approve it for limited use or for a defined period
- approve it subject to specified conditions
- require a pilot or further information
- defer the decision
- reject the proposal

The Digital Education Working Group may make recommendations concerning technologies with wider institutional implications.

Matters involving academic or quality assurance approval will be referred to the Academic and Professional Council. Matters involving strategic, organisational, financial or contractual approval will be referred through the appropriate management or governance route.

A technology must not be introduced into programme delivery or assessment before the required approval has been obtained.

9.3.9 Recording the Decision

Where formal evaluation has taken place, the decision record will identify:

- the technology evaluated
- the proposed and approved use
- the person or programme proposing it
- the approval route
- the principal matters considered
- specialist advice received

- the decision and approving authority
- any conditions or limitations
- the responsible institutional role
- the review date, where applicable

Approved institutional technologies and their assigned responsibilities will be entered in the Digital Service Register where appropriate.

Routine low-risk decisions may be recorded through existing programme records rather than through a separate institutional record.

9.3.10 Review, Change or Discontinuation

An approved technology will be reconsidered where:

- its intended use changes materially
- the supplier makes a significant change to the service
- concerns arise about accessibility, privacy, security or educational suitability
- costs or support requirements become disproportionate
- recurring service problems are identified
- learner or staff feedback identifies a significant concern
- another approved system provides the same functionality
- the technology is no longer required

The review may result in continued approval, revised conditions, restricted use, replacement or discontinuation.

Where a technology is discontinued, appropriate arrangements will be made for communication, data retention or deletion, migration of required records and continuity of affected academic activities.

9.3.11 Responsibilities

- The **Director of Academic and Professional Programmes** is responsible for oversight of this procedure, determining the appropriate route where this is unclear and referring matters for formal approval
- **Programme Leaders** are responsible for considering initial proposals, approving eligible low-risk or limited use, and referring wider or higher-impact proposals
- The **Digital Education Working Group** is responsible for considering proposals with wider institutional implications and making recommendations through the appropriate governance route
- The **Digital Education Advisor** may provide advice on educational purpose, digital pedagogy, accessibility and learner experience
- The **Data Protection Officer** may advise on personal-data processing and privacy implications

- **External IT Support** may advise on technical compatibility, reliability, infrastructure and information security
- The **Academic and Professional Council** is responsible for decisions requiring formal academic or quality assurance approval
- The **Management Team, Chief Executive Officer or Board of Directors** is responsible for decisions falling within their respective strategic, financial, contractual or organisational authority
- All **staff** are responsible for using educational technologies only for their approved purposes and in accordance with any conditions attached to their use

9.3.12 Related Legislation, Regulation or Guidelines

- Qualifications and Quality Assurance (Education and Training) Act 2012
- General Data Protection Regulation (EU) 2016/679
- Data Protection Act 2018
- QQI Core Statutory Quality Assurance Guidelines (2016)
- QQI Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Learning Programmes (2023)
- CWI Digital Learning Environment Strategy 2026–2029 (internal, 2026)
- CWI Digital Learning Implementation and Staff Development Plan 2026–2029 (internal, 2026)
- Educational Technology Evaluation Checklist (internal, 2026)
- Digital Service Register (internal, 2026)

9.3.13 CONTROL SHEET

Policy and Procedure Title	**Educational Technology Evaluation and Approval**
Responsible Officer(s)	Director of Academic and Professional Programmes
Issuance Date	September 2026
Effective Date	October 2026
Last Revision Date	New Procedure
Supersedes	New Procedure
Next Revision Date	September 2027
Designated Reviewers	Board of Directors, Management Team, Academic and Professional Council
Scope	All digital tools

9.3.14 REVISION HISTORY

Revision	Approval Date	Revision Description	Originator	Approved by
New Procedure	September 2026	First Draft and Implementation of Procedure	Director of Academic and Professional Programmes	Academic and Professional Council

9.4 Digital Systems, Support, and Service Management Procedure

9.4.1 Purpose

The purpose of this procedure is to establish CWI's arrangements for managing, supporting, monitoring and maintaining the digital systems and services used in teaching, learning, assessment, communication, learner support and related academic administration.

It establishes responsibilities and escalation routes for:

- institutional ownership and oversight
- staff and learner support
- technical and service issues
- third-party service providers
- service expectations and agreements
- service disruption and continuity
- periodic review of digital systems and services

9.4.2 Scope

This procedure applies to the principal digital systems and externally provided services that form part of CWI's Digital Learning Environment.

These include, as applicable:

- Moodle and associated hosting arrangements
- Microsoft Teams and Microsoft 365 services
- external IT support
- approved educational technologies
- digital services used for assessment or learner support
- other systems material to programme delivery or academic administration

Details of individual systems, providers, institutional owners, support routes and service arrangements will be maintained in the Digital Service Register.

This procedure does not replace CWI's provisions for information and data management, cybersecurity, programme modification, assessment, procurement or risk management. The relevant policy or procedure will also apply where a matter falls within one of those areas.

9.4.3 Principles

CWI's digital systems and services will be managed according to the following principles:

- systems must be approved for their intended institutional use
- responsibilities for each material system or service must be identifiable

- support and escalation routes must be clear to staff and learners
- access to systems must be appropriate to the person's role or learner status
- service arrangements must be proportionate to the importance of the system
- significant disruptions must be communicated and managed promptly
- alternative arrangements must remain consistent with approved programmes and academic requirements
- recurring issues and service performance must inform review and improvement

9.4.4 Digital Service Register

CWI will maintain a Digital Service Register containing a proportionate record of the principal systems and services used in its academic provision.

The Register will identify, as applicable:

- the system or service
- its institutional purpose
- the responsible internal role
- the external provider
- the normal support route
- the escalation route
- relevant contractual, service-level or service-management arrangements
- data protection and security considerations
- backup, recovery or contingency arrangements
- the review date

The responsible internal role will notify the Director of Academic and Professional Programmes when a significant change to a system, provider, support arrangement or service requirement requires the Register to be updated.

9.4.5 System Access and Administration

Access to CWI's digital systems will be allocated according to role, learner status and operational need.

The relevant system administrator will:

- create, amend and withdraw access as required
- apply approved roles and permissions
- maintain appropriate administrative records
- refer suspected unauthorised access or security concerns through the appropriate escalation route
- support the closure or archiving of accounts and areas in accordance with applicable retention arrangements

Users must not share institutional accounts or permit another person to use their access credentials.

Moodle administration will be undertaken in accordance with the Moodle Usage Policy and Moodle Management and Maintenance Procedure.

9.4.6 Staff and Learner Support

CWI will publish clear information about how staff and learners can obtain assistance with approved digital systems.

Support information will distinguish between:

- Moodle access, enrolment or administrative issues
- Microsoft Teams or other technical issues
- account or login difficulties
- teaching, learning or assessment queries
- accessibility and learner-support matters
- suspected information-security or data-protection incidents
- significant service disruption

The Programme Administrator with designated responsibility for VLE administration will act as the first point of contact for Moodle access and routine VLE administrative issues.

Learners should report Moodle, Teams or other digital-access difficulties through the published internal support route. Where specialist technical support is required, the matter will be escalated internally.

Academic staff remain responsible for queries concerning programme content, teaching, learning and assessment. Matters concerning digital pedagogy or accessibility may be referred through the Director of Academic and Professional Programmes to the Digital Education Advisor.

The hours, contact details and limitations of available support will be communicated to learners and staff.

9.4.7 Issue Assessment and Escalation

The person receiving a reported issue will identify, as far as reasonably possible:

- the system or service affected
- the nature of the issue
- the users or academic activities affected
- when the issue began
- whether an immediate alternative is available
- whether the matter involves personal data, confidentiality or information security
- whether programme delivery or assessment is materially affected

Routine access or administrative issues will first be managed through the relevant internal support function.

Issues requiring specialist technical intervention will be referred to external IT support or the relevant service provider through the agreed escalation route.

Issues will receive urgent escalation where they:

- prevent access to scheduled synchronous teaching
- materially disrupt programme delivery or assessment
- affect a significant number of learners or staff
- involve suspected data loss, unauthorised access or a security incident
- create a potential data-protection or confidentiality concern
- result in prolonged loss of access to a core system
- recur and indicate a wider service problem

A suspected personal-data breach will also be reported immediately to the Data Protection Officer in accordance with the Information and Data Management Procedure.

Where an issue materially affects programme delivery, assessment or a substantial group of learners, it will be referred to the Director of Academic and Professional Programmes.

9.4.8 Communication and Follow-Up

Staff and learners affected by a significant disruption will be provided with appropriate information through an available approved communication route.

The communication should identify, where known:

- the system or service affected
- the nature of the disruption
- the academic or administrative activities affected
- any action users should take
- any approved alternative arrangement
- when a further update is expected

Information should not include technical or personal details that could create a security, privacy or confidentiality risk.

Following resolution, significant or recurring issues may be recorded for service review and quality improvement.

9.4.9 Third-Party Service Management

Where a third-party provider delivers a service material to CWI's Digital Learning Environment, the responsible institutional role will maintain sufficient information concerning:

- the service provided
- the respective responsibilities of CWI and the provider
- support and escalation arrangements
- service availability and performance expectations

- maintenance and planned downtime
- data protection, confidentiality and security arrangements
- backup, recovery or continuity provisions
- arrangements for service change, termination or data return
- periodic review arrangements

Relevant contracts, terms, service commitments and associated records will be retained in an approved institutional location.

Staff and learners should not contact an external provider directly unless a direct support arrangement has been established and communicated by CWI.

9.4.10 Service-Level and Service-Management Arrangements

For externally provided digital services, CWI will maintain a Service Level Agreement, contractual provision, provider service commitment or equivalent documented service-management arrangement where proportionate to the importance of the service.

The arrangement may address:

- service availability
- support provision
- response and escalation expectations
- maintenance and planned downtime
- data protection and security responsibilities
- backup and service continuity
- responsibilities of CWI and the provider
- review and termination arrangements

A separate Service Level Agreement is not required where an existing provider agreement or published service commitment adequately addresses the relevant requirements.

The Chief Executive Officer is responsible for approving contractual or equivalent service-management arrangements, with relevant technical, academic or data-protection advice obtained where required.

The applicable arrangement will be identified in the Digital Service Register.

9.4.11 Service Disruption and Continuity

The response to a service disruption will be proportionate to its nature, duration and effect on learners, staff and programme delivery.

Depending on the circumstances, the response may include:

- issuing an alternative joining or communication route
- rescheduling a synchronous session
- using an approved alternative system

- providing learners with updated information
- extending an assessment deadline where access to a required system has been materially affected
- applying the relevant extenuating-circumstances or assessment procedure
- escalating the issue to external IT support or the service provider
- recording the disruption for subsequent review

An alternative arrangement affecting teaching or assessment must remain consistent with the approved programme and applicable CWI quality assurance requirements.

Where Moodle is significantly disrupted, the Programme Administrator with designated responsibility for VLE administration will coordinate initial communication and technical escalation.

Where Microsoft Teams or another approved synchronous platform is significantly disrupted, Programme Administration will coordinate the operational response and technical escalation.

The Director of Academic and Professional Programmes will determine any wider academic arrangements required to maintain continuity of programme delivery or assessment.

9.4.12 Monitoring and Review of Services

CWI will periodically review whether its principal digital systems and services remain suitable for their approved purposes.

The review may consider:

- reliability and availability
- recurring support issues
- learner and staff feedback
- accessibility
- capacity and anticipated demand
- data protection and information security
- quality of technical support
- service-provider performance
- cost and value
- compatibility with other approved systems
- continuing suitability for CWI's programmes
- changes in institutional or regulatory requirements

The Digital Service Register and available service records will provide evidence for this review.

A material change to the purpose or use of an approved educational technology may require further consideration under the Educational Technology Evaluation and Approval Procedure.

Significant findings will be reported through the Digital Education Working Group, Management Team, Academic and Professional Council or Board of Directors according to the nature of the matter.

9.4.13 Responsibilities

- The **Board of Directors** is responsible for matters requiring strategic, corporate or significant financial approval
- The **Chief Executive Officer** is responsible for the approval and oversight of relevant contractual and service-management arrangements
- The **Management Team** is responsible for management oversight of the suitability, resourcing, sustainability and institutional risks associated with CWI's digital systems and services
- The **Director of Academic and Professional Programmes** is responsible for academic oversight, coordination of responses affecting programme delivery or assessment, and reporting significant matters through the appropriate governance route
- The **Programme Administrator with designated responsibility for VLE administration** is responsible for routine Moodle administration, first-line Moodle support and agreed communication and escalation arrangements
- **Programme Leaders and academic staff** are responsible for reporting issues affecting teaching, assessment, learner access or programme delivery and for responding to academic or content-related queries within their roles
- The **Digital Education Advisor** and the **Digital Education Working Group** may provide advice on digital pedagogy, accessibility and the educational use of approved systems
- **External IT Support** is responsible for providing specialist technical advice and support within the scope of the agreed service arrangement
- The **Data Protection Officer** is responsible for advising on and managing data-protection matters in accordance with the Information and Data Management Policy and Procedure
- **Staff and learners** are responsible for using approved systems appropriately, protecting their access credentials and reporting difficulties or suspected incidents promptly

9.4.14 Related Legislation, Regulation or Guidelines

- Qualifications and Quality Assurance (Education and Training) Act 2012
- General Data Protection Regulation (EU) 2016/679
- Data Protection Act 2018
- QQI Core Statutory Quality Assurance Guidelines (2016)
- QQI Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Learning Programmes (2023)
- CWI Digital Learning Environment Strategy 2026–2029 (internal, 2026)
- CWI Digital Learning Implementation and Staff Development Plan 2026–2029 (internal, 2026)
- Digital Service Register (internal, 2026)

9.4.15 CONTROL SHEET

Policy and Procedure Title	**Digital Systems, Support, and Service Management**
Responsible Officer(s)	Director of Academic and Professional Programmes
Issuance Date	September 2026
Effective Date	October 2026
Last Revision Date	New Procedure
Supersedes	New Procedure
Next Revision Date	September 2027
Designated Reviewers	Board of Directors, Management Team, Academic and Professional Council
Scope	All digital systems

9.4.16 REVISION HISTORY

Revision	Approval Date	Revision Description	Originator	Approved by
New Procedure	September 2026	First Draft and Implementation of Procedure	Director of Academic and Professional Programmes	Academic and Professional Council

9.5 Policy for Moodle Usage

Quality Assurance Area:	Programmes of Education and Training Documented Approach to QA
Policy Owner:	Director of Academic and Professional Programmes
Applicable to:	Staff and Learners

9.5.1 Purpose

This policy outlines the institutional use of Moodle as the learning management system (LMS) that supports teaching, learning, and assessment across QQI-accredited academic provision at Clanwilliam Institute. It confirms the Institute's commitment to maintaining clear, consistent, and equitable access to programme resources and assessment materials in both onsite and synchronous delivery contexts

9.5.2 Scope

This policy applies to all staff and learners involved in QQI-accredited programmes where Moodle is used for any of the following:

- Distribution of learning materials and resources.
- Communication of assessment briefs, deadlines, and updates.
- Submission of coursework and access to feedback.
- Hosting of programme calendars, templates, and guidelines.
- Formative learning activities and resources.

Moodle may provide learning resources, formative activities, preparation and consolidation activities, communication and feedback outside scheduled contact time. These activities support the approved onsite and synchronous online delivery model and do not, in themselves, constitute asynchronous programme delivery.

9.5.3 Strategic Context

Moodle supports the Institute's Teaching and Learning Strategy by:

- Ensuring consistent access to module and assessment materials for all learners.
- Providing a structured environment that supports Universal Design for Learning (UDL).
- Enabling secure and traceable assessment submission and feedback in line with QQI's Assessment and Standards (2013).
- Supporting QA processes including moderation, external examining, and learner feedback.

9.5.4 Pedagogical and Operational Use

Moodle is used to:

- Upload and maintain updated learning resources (slides, reading lists, sample assignments).
- Provide downloadable assessment briefs and grading rubrics.
- Enable learners to submit work via secure, date-stamped submission boxes.
- Return digital feedback and grades in a timely and transparent manner.
- Communicate announcements and reminders to learners.

Moodle may also be used, where appropriate to the programme and module design, to support interactive formative activities, moderated discussion, preparation and consolidation of learning, structured signposting to learner supports, and timely communication with learners. Its use will be proportionate and aligned with the approved programme delivery model.

9.5.5 Responsibilities

9.5.5.1 Teaching Staff

Teaching staff members with the support of the programme administrator are expected to:

- Prepare and organise essential learning and assessment materials in accordance with the Moodle Design Standards and applicable accessibility requirements, avoiding unnecessary reliance on uploaded PDF documents and providing appropriate alternatives for audiovisual or visual content.
- Maintain consistency in file naming, organisation, and visibility of Moodle content.
- Set up submission portals with clear instructions, due dates, and rubrics.
- Use Moodle to deliver digital feedback and manage post-assessment archiving in line with the Institute's Data Protection and Assessment Policies.
- Remove or archive old materials annually to reduce confusion and ensure currency.

9.5.5.2 Learners

Learners are expected to:

- Log in to Moodle regularly and in accordance with published programme expectations and check for updates, assessment briefs, and announcements.
- Submit work using the appropriate submission portals by the stated deadlines.
- Ensure uploaded files are readable and correctly formatted.
- Report technical difficulties promptly through the published Moodle or programme support route. Where an issue may affect an assessment submission, the learner must also follow the applicable assessment, extension, or extenuating-circumstances procedure.
- Adhere to institutional academic integrity standards when using Moodle.

9.5.5.3 VLE Administration (Programme Administration)

The Programme Administrator with designated responsibility for VLE administration, supported by the Digital Education Advisor, is responsible for ensuring:

- Learners are introduced to Moodle during induction and provided appropriate orientation and

user guidance in one or more accessible formats.

- Staff are supported through CPD, peer mentoring, and internal resources on Moodle functionality.
- Technical support is available during the programme administrator's working hours via trainingadmin@clanwilliam.ie
- Programme and module Moodle areas are created, structured and maintained in accordance with the Moodle Design Standards.
- Matters relating to the educational or pedagogical use of Moodle are referred to the Digital Education Advisor or Digital Education Working Group, and technical, infrastructure or security issues are escalated to the IT Function, in accordance with the Digital Learning Governance and Management Guide and in accordance with the applicable Quality Assurance Manual procedures.
- VLE Administration creates areas, applies approved templates, manages enrolments and permissions, and archives or closes areas.
- Academic staff are responsible for the accuracy, quality, accessibility and currency of their academic content.
- Programme Leaders confirm completion of the Moodle pre-delivery check.
- The Digital Education Advisor supports pedagogy and design.
- Technical and security matters are escalated to the IT Function.

9.5.6 Quality Assurance and Monitoring

Moodle usage may be reviewed annually through internal QA processes, including programme self-monitoring, Self-Assessment Reports (SARs), and feedback analysis. Assessment submissions, feedback, grades and associated activity records will be retained in accordance with CWI's assessment requirements and approved Data Retention Schedule. Relevant records will be made securely available to external examiners, auditors or authorised reviewers where required. Data generated through Moodle (e.g., submission logs, login activity) may be used to inform learner support, not for punitive surveillance.

Before each new delivery, the relevant Moodle area will be reviewed against the applicable Moodle Design Standards using the approved pre-delivery checklist. The Programme Leader is responsible for confirming completion of this review. Identified actions will be addressed or recorded through the relevant programme or digital-learning review process.

9.5.7 Data Protection

All learner data submitted or stored on Moodle is managed in compliance with the Institute's Data Protection Policy and GDPR. Learners will be informed of any analytics or usage tracking in accordance with the principles of transparency and fairness. Submissions, feedback, and grades are accessible only to authorised personnel.

9.5.8 Review

This policy will be reviewed annually by the Academic and Professional Council and updated in line with changes to learning technologies, QA requirements, or data protection legislation.

9.5.9 Related Legislation, Regulation or Guidelines

- Qualifications and Quality Assurance (Education and Training) Act 2012
- QQI Statutory QA Guidelines for Blended and Fully Online Programmes (2023)
- General Data Protection Regulation (GDPR) (EU) 2016/679
- QQI Core Statutory Quality Assurance Guidelines (2016)
- ESG (2015)
- CWI Digital Learning Environment Strategy 2026–2029 (internal, 2026)
- CWI Digital Learning Implementation and Staff Development Plan 2026–2029 (internal, 2026)
- CWI Moodle Design Standards (internal, 2026)
- CWI Moodle Best Practice Guide for Academic Staff (internal, 2026)
- CWI Digital Pedagogy Guidance for Academic Staff (internal, 2026)

9.5.10 Control Sheet

Policy and Procedure Title	**Policy for Moodle Usage**
Responsible Officer(s)	Director of Academic and Professional Programmes
Issuance Date	May 2025
Effective Date	May 2025
Last Revision Date	September 2026
Supersedes	New Policy
Next Revision Date	September 2027
Designated Reviewers	Board of Directors, Management Team, Academic and Professional Council
Scope	All programmes

9.5.11 Revision History

Revision	Approval Date	Revision Description	Originator	Approved by
New Policy	May 2025	First Draft and Implementation of Policy	Director of Professional and Academic Programmes	Management Team and Board of Directors
Version 2.0	September 2026	Title revised from Moodle Usage Policy to Policy for Moodle Usage. Policy updated to clarify Moodle's role in the approved blended delivery model and its use as an active learning environment, and to reference the Moodle Design Standards and the Digital Learning Environment Strategy 2026–2029. The responsible function was renamed from 'Training	Director of Academic and Professional Programmes	Academic and Professional Council

Revision	Approval Date	Revision Description	Originator	Approved by
		Department' to VLE Administration, supported by the Digital Education Advisor, with clearer escalation routes to the Digital Education Advisor, Digital Education Working Group and IT Function. The Scope was updated to allow formative and communication use of Moodle, including discussion features, outside scheduled contact time. Further revisions address accessibility, formative activity, responsibilities, pre-delivery review, assessment records, learning analytics and alignment with the Moodle Management and Maintenance Procedure and supporting Moodle standards.		

9.6 Moodle Management and Maintenance Procedure

9.6.1 Purpose

The purpose of this procedure is to establish CWI's arrangements for the creation, administration, preparation, maintenance, review, archiving and closure of Moodle programme and module areas.

It supports consistent application of the Moodle Usage Policy and Moodle Design Standards while establishing clear responsibilities for VLE administration, academic content and programme oversight.

9.6.2 Scope

This procedure applies to all Moodle programme and module areas used in CWI's academic provision.

It covers:

- creation of Moodle programme and module areas
- application of approved templates and naming conventions
- staff and learner enrolments and permissions
- responsibility for academic content
- preparation and checking before delivery
- maintenance and changes during delivery
- management of previous and legacy content
- retention of Moodle records
- archiving and closure of Moodle areas
- escalation of administrative, technical, academic and accessibility issues

9.6.3 Principles

The management and maintenance of Moodle will be based on the following principles:

- Moodle areas must support the approved programme and delivery model
- programme and module information must be current, accurate and accessible
- academic responsibility for content must remain identifiable
- staff and learner access must be appropriate to their roles
- Moodle areas must be prepared and checked before learners are given access
- routine changes must not alter approved programme or assessment requirements
- outdated or irrelevant content must not remain visible to current learners
- assessment and learner records must be managed in accordance with CWI's retention and data-protection requirements
- administrative, technical and academic responsibilities must remain clearly distinguished

9.6.4 Creation of Moodle Areas

The Programme Administrator with designated responsibility for VLE administration will create Moodle programme and module areas sufficiently in advance of delivery to allow for preparation, enrolment and review.

When creating a Moodle area, VLE Administration will:

- apply the approved CWI template, where applicable
- use the approved programme or module title and naming convention
- configure the area in accordance with agreed institutional requirements
- assign the appropriate staff roles and permissions
- enrol the relevant learners at the appropriate stage
- provide access to the staff responsible for preparing and reviewing the area

A new or refreshed Moodle area should normally be created for each delivery or cohort where this supports clear organisation, accurate information and appropriate management of learner records.

9.6.5 Access, Enrolment and Permissions

Access to Moodle programme and module areas will be assigned according to role and operational need.

VLE Administration is responsible for:

- assigning staff roles and permissions
- enrolling learners on the correct programme or module areas
- amending access where a staff member's role or a learner's status changes
- restricting or withdrawing access when it is no longer required
- referring suspected unauthorised access or security concerns through the appropriate support route

Moodle accounts and access credentials must not be shared.

Academic staff must not independently create learner accounts, alter institutional permissions or enrol individuals outside the agreed administrative process.

9.6.6 Academic Content

Academic staff are responsible for the educational quality, accuracy, accessibility and currency of the Moodle content for which they have responsibility.

Academic staff will:

- organise content in accordance with the Moodle Design Standards
- provide current programme, module and assessment information
- use clear and consistent titles and file names
- maintain functioning and meaningful links
- prepare learning resources in formats appropriate to their purpose
- avoid unnecessary reliance on uploaded PDF documents

- provide appropriate alternatives for visual or audiovisual content
- remove, update or hide outdated information
- use Moodle activities where they have an identified educational purpose
- apply the Moodle Best Practice Guide for Academic Staff

Programme Leaders are responsible for supporting consistent implementation of the Moodle Design Standards across their programmes.

9.6.7 Preparation Before Delivery

Before a Moodle area is made available for a new delivery, it will be reviewed against the applicable Moodle Design Standards using the approved pre-delivery checklist.

The review will confirm, as applicable, that:

- the programme or module is clearly identified
- programme and module information is current
- staff names and contact details are correct
- teaching dates, schedules and delivery information are current
- the breakdown of onsite and synchronous online delivery is clearly available or signposted
- learning resources are available and appropriately organised
- assessment briefs, requirements and deadlines are current
- relevant assessment criteria or rubrics are available or signposted
- synchronous-session links and joining information are current
- participation and communication expectations are clear
- links and embedded resources are functioning
- learner-support and technical-support information is available
- accessibility requirements have been considered
- previous cohort information has been removed, updated or hidden

The relevant academic staff member is responsible for completing the academic-content elements of the checklist.

VLE Administration is responsible for confirming that enrolments, permissions, templates and relevant administrative settings have been completed.

The Programme Leader is responsible for confirming completion of the pre-delivery checklist and identifying any outstanding action.

Material outstanding actions should be addressed before the Moodle area is made available to learners. Where this is not possible, the Programme Leader will determine whether access may proceed and record the required follow-up.

9.6.8 Making Moodle Areas Available to Learners

VLE Administration will make the Moodle area available to learners following confirmation that the required administrative and pre-delivery checks have been completed.

Learners will be provided with appropriate information about:

- accessing Moodle
- locating programme and module areas
- accessing scheduled synchronous sessions
- obtaining technical or administrative support
- locating learning and assessment information
- relevant participation and communication expectations

Access should be provided in sufficient time to support learner orientation and participation in the approved programme.

9.6.9 Maintenance During Delivery

Moodle content may be updated during delivery where required to maintain accuracy, relevance and accessibility.

Routine updates may include:

- adding or updating learning resources
- correcting errors
- updating links
- posting announcements and reminders
- clarifying existing information
- adding appropriate formative activities
- making accessibility improvements
- updating support or contact information

Academic staff are responsible for maintaining the content associated with their teaching and assessment responsibilities.

VLE Administration may provide administrative assistance but is not responsible for determining the academic content of a programme or module area.

9.6.10 Changes Affecting Programme Delivery or Assessment

Moodle must not be used to implement an unapproved change to:

- programme or module learning outcomes
- the approved delivery mode
- assessment methods or weightings
- assessment criteria

- mandatory attendance or participation requirements
- validated programme requirements

A proposed material change affecting programme delivery, assessment or validated requirements must follow the applicable programme modification and academic approval process before it is implemented or communicated through Moodle.

Following approval, the relevant Moodle information will be updated promptly and affected learners will be informed through an approved communication route.

9.6.11 Management of Previous and Legacy Content

Content copied or retained from a previous delivery will be reviewed before reuse.

The review will consider:

- accuracy and continued relevance
- current dates and schedules
- staff names and contact details
- functioning links and embedded resources
- accessibility
- current assessment requirements
- consistency with the approved programme
- references to previous learners or cohorts

Outdated, duplicated or irrelevant content will be removed, updated, archived or hidden.

Previous learner information, submissions, feedback or identifiable records must not be copied into an area for a new cohort.

9.6.12 Assessment and Learner Records

Moodle assessment areas will be configured and managed in accordance with the Policy for Learner Assessment and associated assessment procedures.

Assessment submissions, feedback, grades and associated activity records will be accessible only to authorised persons.

Moodle records will be retained in accordance with CWI's approved Data Retention Schedule. Records must not be retained indefinitely solely because they remain available within Moodle.

Where assessment records must be preserved outside an active Moodle area, they will be retained through an approved institutional process.

9.6.13 Archiving and Closure

At the end of a programme or module delivery, VLE Administration will archive, close or restrict access to the relevant Moodle area in accordance with CWI's retention and administrative arrangements.

This may include:

- restricting learner access after the applicable access period
- retaining the area for an approved period
- preserving assessment or academic records where required
- removing temporary or duplicated material
- preparing a refreshed area for the next delivery
- deleting or anonymising records when the approved retention period expires

The Programme Leader and relevant academic staff will identify any content that must be retained or reviewed before closure.

VLE Administration is responsible for completing the administrative archiving or closure process.

9.6.14 Issue Reporting and Escalation

Moodle issues will be directed according to their nature:

- access, enrolment, permissions or routine administration issues will be directed to VLE Administration
- technical, infrastructure or security issues will be escalated through the Digital Systems, Support, and Service Management Procedure
- academic-content or programme-information issues will be directed to the relevant academic staff member or Programme Leader
- assessment-related issues will be directed through the applicable assessment policy or procedure
- Moodle design, accessibility or digital-pedagogy issues may be referred through the Director of Academic and Professional Programmes to the Digital Education Advisor
- significant, recurring or institution-wide matters may be referred to the Digital Education Working Group

Learners should use the published internal support route rather than contacting an external Moodle or hosting provider directly.

A Moodle issue materially affecting programme delivery or assessment will also be reported to the Director of Academic and Professional Programmes.

9.6.15 Monitoring and Enhancement

Moodle implementation may be reviewed through:

- pre-delivery checks
- programme monitoring and review
- learner and staff feedback
- assessment and external-examiner feedback
- accessibility review
- the Digital Learning Environment annual review

- consideration by the Digital Education Working Group

Review should consider both compliance with the Moodle Design Standards and the effectiveness of Moodle as a learning environment.

Findings may inform:

- improvements to programme or module areas
- changes to templates or Moodle Design Standards
- staff guidance or professional development
- technical or administrative improvements
- updates to learner orientation or support resources

Significant actions will be recorded through the relevant programme, digital-learning or institutional review process.

9.6.16 Responsibilities

- The **Director of Academic and Professional Programmes** is responsible for academic oversight of Moodle implementation and for addressing matters with wider programme, assessment or quality assurance implications
- The **Programme Administrator with designated responsibility for VLE administration** is responsible for creating Moodle areas, applying approved templates, managing enrolments and permissions, making areas available, providing routine administrative support and completing archiving or closure
- **Programme Leaders** are responsible for consistent application of the Moodle Design Standards within their programmes and for confirming completion of the pre-delivery checklist
- **Academic staff** are responsible for the educational quality, accuracy, accessibility, organisation and currency of the Moodle content for which they have responsibility
- The **Digital Education Advisor** may provide advice on Moodle design, accessibility, digital pedagogy and the appropriate educational use of Moodle functions
- The **Digital Education Working Group** may consider significant, recurring or institution-wide matters relating to Moodle implementation
- **External IT Support** is responsible for specialist technical support within the scope of the applicable service arrangement
- **Learners** are responsible for accessing the correct Moodle areas, checking published programme and assessment information and reporting access or technical difficulties promptly through the published support route

9.6.17 Related Legislation, Regulation or Guidelines

- Qualifications and Quality Assurance (Education and Training) Act 2012
- General Data Protection Regulation (EU) 2016/679
- Data Protection Act 2018

- QQI Core Statutory Quality Assurance Guidelines (2016)
- QQI Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Learning Programmes (2023)
- CWI Digital Learning Environment Strategy 2026–2029 (internal, 2026)
- CWI Digital Learning Implementation and Staff Development Plan 2026–2029 (internal, 2026)
- Moodle Design Standards and Pre-Delivery Checklist (internal, 2026)
- Moodle Best Practice Guide for Academic Staff (internal, 2026)
- Digital Pedagogy Guidance for Academic Staff (internal, 2026)
- Synchronous Online Teaching Guide (internal, 2026)
- Digital Service Register (internal, 2026)

9.6.18 CONTROL SHEET

Policy and Procedure Title	**Moodle Management and Maintenance**
Responsible Officer(s)	Director of Academic and Professional Programmes
Issuance Date	September 2026
Effective Date	October 2026
Last Revision Date	New Procedure
Supersedes	New Procedure
Next Revision Date	Month YYYY
Designated Reviewers	Board of Directors, Management Team, Academic and Professional Council
Scope	All digital systems

9.6.19 REVISION HISTORY

Revision	Approval Date	Revision Description	Originator	Approved by
New Procedure	September 2026	First Draft and Implementation of Procedure	Director of Academic and Professional Programmes	Academic and Professional Council

10. Public Information and Communication

10.1 Policy for Public Information and Communication

Quality Assurance Area:	Public Information and Communication
Policy Owner:	Director of Academic and Professional Programmes
Applicable to:	Staff and Learners

10.1.1 Purpose

The purpose of this policy is to establish Clanwilliam's principles for providing prospective learners, current learners and other stakeholders with clear, accurate, accessible and timely information about the Institute, its programmes and the learner experience.

The policy supports informed decision-making before enrolment and effective access to programme, assessment, support and delivery information throughout the learner journey.

10.1.2 Scope

This policy applies to all staff involved in the preparation, approval, publication or communication of information for prospective learners, applicants, current learners and other stakeholders.

It applies to information provided through Clanwilliam's website, programme information, learner handbooks, Moodle, information and orientation events, printed or digital materials and direct communications with learners.

10.1.3 Policy

It is the policy of Clanwilliam Institute will provide information that is current, accurate, accessible and sufficient to allow prospective learners to make an informed decision about a programme and current learners to understand its requirements.

Published programme information will identify the award, NFQ level, entry requirements, programme content, learning outcomes, teaching and learning methods, assessment arrangements, learner supports, fees and applicable access, transfer and progression opportunities.

For programmes delivered in blended mode, information will clearly distinguish between onsite and synchronous online delivery and identify the approved delivery arrangements. Prospective and current learners will be informed of the programme and module-level breakdown of onsite and synchronous online scheduled teaching, together with any mandatory attendance or participation requirements.

Learners will also receive clear information about the equipment, software, connectivity and digital proficiency required to participate, the digital platforms they are expected to use, the expected use of Moodle, relevant independent learning requirements and the support available where difficulties arise.

Information about assessment, learner support, accessibility, complaints, appeals, data protection and relevant third-party arrangements will be made available at the stage at which learners reasonably require it.

Material changes to published programme or learner information will be approved through the appropriate Clanwilliam process and communicated to affected applicants or learners promptly.

10.1.4 Public Information

Clanwilliam Institute makes appropriate information about the Institute, its academic programmes, quality assurance arrangements and learner policies available to prospective learners, current learners and other stakeholders.

Quality assurance evaluation reports, institutional responses and related documents will be published where required by the relevant awarding body, regulatory framework or approved CWI publication arrangements.

Programme and award information will be reviewed before publication and at least annually thereafter. It will also be updated where an approved change, identified inaccuracy or learner feedback indicates that revision is required.

All relevant programme and award information is made available to prospective and current Learners, it is reviewed and updated on at least an annual basis, but more frequently should circumstances or feedback from learners require it.

10.1.4.1 Information Available before Application or Enrolment

Before application or enrolment, published programme information will include, as applicable:

- programme title
- awarding body
- award title, award class, NFQ level and credit volume
- programme purpose, content and learning outcomes
- entry requirements, including required knowledge, skills and competence
- application and admissions arrangements
- recognition of prior learning arrangements
- fees, payment requirements and refund arrangements
- programme duration and key dates
- teaching, learning and assessment methods
- learner supports and reasonable-accommodation arrangements
- access, transfer and progression opportunities
- Protection of Enrolled Learners arrangements, where applicable
- professional recognition or registration information, where applicable
- complaints and admissions-appeal arrangements

10.1.4.2 Additional Information for Blended Programmes

For programmes delivered in blended mode, prospective learners will also be informed of:

- the use of onsite and synchronous online delivery
- the programme and module-level breakdown of onsite and synchronous online scheduled teaching
- any mandatory onsite or synchronous online attendance requirements
- expected participation in synchronous sessions
- the expected frequency of access to Moodle
- the expected commitment to preparation, consolidation and independent learning outside scheduled teaching
- the computer, software, internet connectivity and digital proficiency required
- the principal digital systems learners are expected to use
- how learners can test or confirm that their equipment and connectivity meet the published requirements
- how assessment will be conducted or submitted across onsite and digital environments
- available academic, administrative, accessibility and technical supports
- the published routes for obtaining further information before enrolment

10.1.4.3 Information before Programme Commencement

Before programme commencement, enrolled learners will receive or be directed to:

- the programme and module schedules
- identification of onsite and synchronous online sessions
- Moodle and Microsoft Teams access arrangements
- joining information for synchronous sessions
- academic, administrative and technical-support contacts
- learner-support and wellbeing information
- assessment schedules and submission arrangements
- academic integrity and artificial intelligence requirements
- relevant privacy, confidentiality and online-conduct expectations
- complaints, appeals and learner-feedback arrangements
- orientation information for the digital systems required by the programme

10.1.4.4 Assessment Information

Before programme commencement, enrolled learners will receive or be clearly directed to information about the programme's assessment arrangements, including:

- the purpose and overall approach to assessment

- the assessment schedule, including the timing and weighting of assessments
- the assessment methods used across the programme
- whether assessments are conducted onsite, submitted through Moodle, conducted synchronously online or completed through another approved arrangement
- grading and marking conventions
- assessment submission arrangements
- expected timescales and methods for receiving results and feedback
- academic integrity and artificial intelligence requirements
- arrangements for repeat, supplemental or deferred assessment
- procedures relating to extensions and extenuating circumstances
- reasonable-accommodation arrangements
- procedures for rechecks, reviews and appeals

For each assessment, learners will receive:

- the assessment brief and instructions
- the relevant learning outcomes
- the assessment criteria or rubric
- the assessment weighting
- the submission deadline or scheduled assessment date
- the assessment mode and location
- instructions for submission, attendance or participation
- any required file format or technical requirements
- any identity-verification requirements
- requirements relating to individual, paired or group work
- details of any approved use of video, audio or other digital assessment evidence
- information about how and when feedback and provisional results will be provided
- the consequences of late submission, non-submission or non-attendance
- applicable academic integrity, professional conduct or confidentiality requirements

Assessment information will be consistent with the approved programme documentation and Clanwilliam Institute's Policy for Learner Assessment and associated procedures. Material changes to published assessment requirements must follow the appropriate academic approval process and be communicated to affected learners in advance.

10.1.5 Communications Media

CWI may communicate programme and institutional information through:

- the CWI website
- programme information and prospectuses
- printed and digital promotional materials
- information events, open days and recruitment activities
- direct communications with applicants and learners
- learner handbooks
- Moodle and other approved institutional systems
- professional, sectoral or public communications, where appropriate

Information will be consistent across relevant channels. Where detailed programme information is maintained in a designated source, other communications should direct readers to that source rather than reproduce information that may become outdated.

10.1.6 Publication of Quality Assurance Evaluation Reports

Public Information Provision Reports produced by Clanwilliam Institute may be published on its website. Quality assurance documents approved for publication may include:

- the CWI Quality Assurance Manual
- institutional self-evaluation reports
- independent or peer review reports
- quality improvement plans
- programme evaluation or validation reports
- CWI responses to evaluation findings

Publication will take account of applicable awarding-body requirements, data protection, confidentiality and institutional approval arrangements.

10.1.7 Approval and Review of Information

New or materially revised programme information will be checked by the relevant Programme Leader and approved by the Director of Academic and Professional Programmes before publication.

The review will confirm that the information is:

- consistent with the approved programme documentation
- accurate in relation to the award and awarding body
- clear about programme delivery and attendance requirements
- accurate in relation to assessment, supports, fees and technical requirements
- consistent across relevant published and learner-facing sources
- presented in an accessible and learner-centred manner

Routine corrections that do not alter the meaning or requirements of the published information may be completed without further formal approval.

Where published information changes materially, affected applicants or learners will be informed through the appropriate communication route.

10.1.8 RESPONSIBILITIES

- The **Chief Executive Officer** is responsible for oversight of CWI's institutional public information.
- The **Director of Academic and Professional Programmes** is responsible for oversight of published and learner-facing information relating to academic programmes.
- **Programme Leaders** are responsible for confirming the accuracy of programme and module information within their areas of responsibility.
- **Academic and administrative staff** are responsible for maintaining accurate and current information within the channels and systems assigned to them.

10.1.9 RELATED LEGISLATION, REGULATION OR GUIDELINES

- Qualifications and Quality Assurance (Education and Training) Act 2012, as amended
- QQI Core Statutory Quality Assurance Guidelines (2016)
- QQI Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Learning Programmes (2023)
- QQI Statutory Quality Assurance Guidelines developed for Independent/Private Providers coming to QQI on a Voluntary Basis (2016)
- QQI Policy Restatement: Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training (2015)
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015)

10.2 Procedure for Public Information and Communication

10.2.1 Purpose

The purpose of this procedure is to establish how Clanwilliam Institute prepares, approves, publishes, communicates and reviews information for prospective learners, current learners and other stakeholders.

It supports informed decision-making before enrolment and provides learners with clear, accessible and timely information throughout their programme.

The procedure uses established programme, learner-information and quality assurance arrangements and avoids unnecessary duplication across communication channels.

10.2.2 Scope

This procedure applies to public and learner-facing information relating to Clanwilliam Institute and its academic provision.

It covers:

- institutional and programme information
- information for prospective learners and applicants
- onsite and synchronous online delivery arrangements
- technology, equipment and connectivity requirements
- information provided before programme commencement
- Moodle and Microsoft Teams access
- learner orientation
- teaching, learning and assessment information
- academic, administrative, wellbeing and technical supports
- accessibility and inclusive communication
- communication of changes
- learner feedback
- review and correction of published information

10.2.3 Principles

Public and learner information will be:

- accurate and consistent with approved programme documentation
- clear about the award, programme requirements and delivery arrangements
- provided at the stage at which the learner reasonably requires it
- accessible and written in clear language
- consistent across relevant communication channels

- reviewed before publication and at appropriate intervals
- updated promptly where an approved change or identified inaccuracy affects learners
- managed in accordance with applicable data-protection, confidentiality and quality assurance requirements

10.2.4 Preparation of Public and Programme Information

Public and programme information will be prepared using the relevant approved institutional and programme documentation.

The person preparing or revising information will confirm, as applicable:

- the programme title and award details
- the awarding body
- the NFQ level, award class and credit volume
- the programme content and learning outcomes
- entry and admissions requirements
- access, transfer and progression arrangements
- programme duration and key dates
- fees and applicable payment arrangements
- the approved delivery mode
- teaching, learning and assessment methods
- attendance and participation requirements
- learner supports
- technical and digital participation requirements
- professional recognition or registration information
- Protection of Enrolled Learners arrangements, where applicable

Where the same information is communicated through multiple channels, a designated source should be identified and maintained. Other communications should refer learners to that source where reproducing the information could create inconsistency.

10.2.5 Review and Approval Before Publication

New or materially revised programme information will be reviewed by the relevant Programme Leader before publication.

The Programme Leader will confirm that the information:

- reflects the approved programme documentation
- correctly describes the award and awarding body
- accurately identifies the delivery and assessment arrangements

- clearly states applicable attendance and participation requirements
- provides accurate information about learner supports and technical requirements
- is consistent with other relevant programme and learner information
- is presented clearly and accessibly

The Director of Academic and Professional Programmes will approve new or materially revised academic programme information before publication.

Institutional public information that does not relate to a specific academic programme will be approved through the appropriate management route.

Routine corrections that do not change the meaning or requirements of the information may be completed without further formal approval.

10.2.6 Information for Prospective Learners

Prospective learners will receive sufficient information to understand the nature and requirements of a programme before applying or enrolling.

Published programme information will include, as applicable:

- the programme and award details
- programme content and learning outcomes
- entry requirements and admissions arrangements
- fees and payment requirements
- programme duration and key dates
- teaching, learning and assessment methods
- attendance and participation requirements
- learner supports and reasonable-accommodation arrangements
- access, transfer and progression opportunities
- how to obtain further information before enrolment

Prospective learners should be able to contact an appropriate member of staff or participate in an onsite or online information event where further clarification is required.

10.2.7 Information about Blended Programme Delivery

For programmes delivered in blended mode, published information will clearly state that the programme includes onsite and synchronous online scheduled teaching.

The information will identify:

- the programme and module-level breakdown of onsite and synchronous online scheduled teaching
- any mandatory onsite attendance
- any mandatory attendance or participation in synchronous online sessions

- the expected use of Moodle and Microsoft Teams
- the expected commitment to preparation, consolidation and independent learning
- the equipment, software, connectivity and digital proficiency required
- how learners can confirm whether their equipment and connectivity meet the published requirements
- how assessment is conducted or submitted across onsite and digital environments
- how learners can access academic, administrative and technical support

The availability of Moodle resources, formative activities or communications outside scheduled contact time does not, in itself, constitute asynchronous programme delivery.

10.2.8 Information before Programme Commencement

Before programme delivery begins, enrolled learners will receive or be directed to:

- programme and module schedules
- identification of onsite and synchronous online sessions
- Moodle access arrangements
- Microsoft Teams access and joining arrangements
- relevant equipment, software and connectivity requirements
- academic and administrative contacts
- learner-support and wellbeing contacts
- technical-support routes and published availability
- assessment schedules and submission arrangements
- academic integrity and artificial intelligence requirements
- privacy, confidentiality and online-conduct expectations
- complaints, appeals and learner-feedback arrangements

Programme-specific information must remain consistent with the approved programme documentation and previously published information.

10.2.9 Digital Orientation

Learners will receive appropriate orientation to the principal digital systems required for their programme.

Orientation will address, as applicable:

- how to access Moodle
- how programme and module areas are organised
- how to locate learning and assessment information
- how to submit assessment through Moodle

- how to access synchronous sessions through Microsoft Teams
- how Clanwilliam Institute communicates important information
- participation expectations for synchronous online teaching
- relevant privacy, confidentiality and online-conduct expectations
- where to obtain academic, administrative, accessibility or technical support

Orientation may be provided through induction, Moodle resources, demonstrations, written or recorded guidance and other proportionate formats.

The Learner Digital Orientation Guide provides supporting learner-facing guidance.

10.2.10 Information during Programme Delivery

Learners will be able to locate current programme and module information throughout delivery.

This will include, as applicable:

- teaching schedules and joining information
- learning resources and activities
- assessment requirements and deadlines
- announcements and programme communications
- academic and administrative contacts
- learner-support information
- changes affecting teaching, assessment or access arrangements

Moodle will provide the principal location for current programme and module information in accordance with the Moodle Usage Policy, Moodle Management and Maintenance Procedure and Moodle Design Standards.

Staff should avoid unnecessary duplication across communication channels where this could create uncertainty about which information is current.

10.2.11 Assessment Information

Before programme commencement, learners will receive or be directed to information about the programme's assessment arrangements, including:

- the assessment schedule and weightings
- assessment methods
- assessment modes and locations
- submission arrangements
- grading and marking conventions
- arrangements for feedback and results
- academic integrity and artificial intelligence requirements

- repeat, supplemental and deferred assessment arrangements
- extensions and extenuating circumstances
- reasonable accommodations
- rechecks, reviews and appeals

For each assessment, learners will receive the approved assessment brief, learning outcomes, assessment criteria or rubric, weighting, deadline or scheduled date, instructions for submission or participation and any applicable technical, identity-verification, professional conduct or confidentiality requirements.

Assessment information will be consistent with the approved programme documentation and the Policy for Learner Assessment and associated procedures.

10.2.12 Learner Support and Digital Difficulties

Information provided to learners will identify clear routes for obtaining:

- academic support
- programme and administrative support
- Moodle access and administrative support
- technical support for Microsoft Teams and other approved systems
- accessibility and reasonable-accommodation support
- wellbeing and other learner support services

Learners will not be expected to determine complex internal or external responsibility structures before seeking assistance.

The Programme Administrator with designated responsibility for VLE administration will act as the first point of contact for Moodle and routine digital-access difficulties.

Issues requiring specialist technical support will be escalated through the Digital Systems, Support, and Service Management Procedure.

Where an issue affects programme delivery, assessment or requires wider academic coordination, it will be referred to the relevant Programme Leader or Director of Academic and Professional Programmes.

10.2.13 Accessibility and Inclusive Communication

Information will be presented in a format appropriate to its purpose and intended audience.

Available formats may include:

- webpages
- Moodle pages
- learner handbooks
- frequently asked questions
- written or recorded guidance
- short instructional videos

- diagrams or flowcharts
- downloadable documents

Information does not need to be reproduced in every format. Alternative formats should be used where they materially improve clarity, accessibility or usability.

Learners requiring reasonable accommodations or additional accessibility support will be directed through Clanwilliam Institute's established learner-support arrangements.

10.2.14 Communication of Changes

Where a material change affects published or learner-facing information, the responsible staff member will identify:

- the information affected
- the learners or applicants affected
- the communication channels that require updating
- whether academic or institutional approval is required
- when and how the change should be communicated

Changes affecting programme delivery, assessment or validated programme requirements must follow the applicable academic and quality assurance process before they are implemented.

Affected applicants or learners will be informed through an appropriate established communication route. The relevant website, Moodle area, learner handbook or programme information will also be updated where applicable.

Where information previously provided is no longer accurate, the communication should explain the change and its implications clearly.

10.2.15 Correction of Inaccurate or Inconsistent Information

Where inaccurate, outdated or inconsistent information is identified, it will be referred to the person responsible for the relevant information.

The responsible person will:

- confirm the correct information
- identify the affected communication channels
- correct or withdraw the inaccurate information
- notify affected applicants or learners where the inaccuracy may have influenced a decision or understanding
- refer any significant matter to the Director of Academic and Professional Programmes

Recurring inconsistencies may be considered through programme monitoring or another appropriate quality assurance process.

10.2.16 Learner Feedback

Learners will have opportunities to provide feedback on the clarity, accessibility and usefulness of programme and learner information.

Existing learner-feedback and programme-review mechanisms should be used where these are sufficient.

Feedback may address:

- published programme information
- Moodle organisation and usability
- synchronous online teaching information
- assessment information
- communication
- accessibility
- learner support
- technical-support information
- orientation and induction

Significant or recurring findings may be considered by the Programme Board, Digital Education Working Group or another appropriate governance structure.

10.2.17 RESPONSIBILITIES

- The **Chief Executive Officer** is responsible for oversight of institutional public information
- The **Director of Academic and Professional Programmes** is responsible for oversight and approval of academic programme information and for addressing significant inaccuracies or changes
- **Programme Leaders** are responsible for confirming the accuracy and consistency of programme-level information and identifying required updates
- **Academic staff** are responsible for maintaining current teaching, learning, assessment and module information within their areas of academic responsibility
- **Programme Administration** is responsible for maintaining assigned programme, admissions, schedule, contact and learner-support information
- The **Programme Administrator with designated responsibility for VLE administration** is responsible for supporting learner access to Moodle and maintaining assigned administrative information within Moodle
- **Learner-support functions** are responsible for maintaining accurate information about the supports within their remit
- **Staff preparing or publishing information** are responsible for using approved sources and following the review and approval requirements of this procedure
- **Learners** are responsible for reviewing information provided through the published programme and communication channels and reporting apparent inaccuracies or access difficulties

10.2.18 CONTROL SHEET

Policy and Procedure Title	**Public Information and Communication**
Responsible Officer(s)	Director of Academic and Professional Programmes
Issuance Date	July 2014
Effective Date	July 2014
Last Revision Date	September 2026
Supersedes	Version 4.0, 2025
Next Revision Date	September 2027
Designated Reviewers	Board of Directors, Management Team, Academic and Professional Council
Scope	All public information and communication

10.2.19 REVISION HISTORY

Revision	Approval Date	Revision Description	Originator	Approved by
New Policy	July 2014	First Draft and Implementation of Policy	Training Programmes Advisor	Management Team and Board of Directors
Version 1.1	July 2016	Minor Amendments	Director of Professional and Academic Programmes	Management Team and Board of Directors
Version 2.0	May 2021	Minor Revisions	Director of Professional and Academic Programmes	Academic and Professional Council
Version 3.0	July 2023	Review of policy	Director of Professional and Academic Programmes	Academic and Professional Council

Revision	Approval Date	Revision Description	Originator	Approved by
Version 4.0	May 2025	Added clarity on public communication of synchronous online delivery modes in line with QQI Statutory QA Guidelines for Blended and Fully Online Programmes (2023)	Director of Professional and Academic Programmes	Academic and Professional Council
Version 5.0	September 2026	Policy revised to strengthen public and learner information requirements across onsite, synchronous online and digitally supported provision. Updates address programme and module-level delivery information, technical and digital participation requirements, assessment information, learner supports, accessibility and the approval and review of published information. A supporting procedure was introduced for the preparation, approval, publication, communication, correction and review of public and learner-facing information, incorporating the former Digital Learner Experience and Information Procedure.	Director of Professional and Academic Programmes	Academic and Professional Council

11. Other Parties involved in Education and Training

Quality Assurance Area:	Other Parties Involved in Education and Training
Policy Owner:	Director of Academic and Professional Programmes
Applicable to:	Staff

11.1 Policy for Other Parties Involved in Education and Training

11.1.1 Purpose

The purpose of this policy is to establish the principles governing Clanwilliam Institute's engagement with external contributors, academic experts, professional bodies, partner organisations and other parties involved in its education, training and quality assurance activities.

The policy provides for proportionate approval, due diligence, clear allocation of responsibilities and continuing oversight according to the nature and significance of the external party's role.

11.1.2 Scope

This policy applies to:

- guest lecturers and other external contributors to programme delivery
- external examiners, reviewers, advisors and panel members
- external members of governance or academic bodies
- organisations contributing to teaching, assessment, learner support or programme development
- proposed collaborative, transnational or joint provision

It applies whether the external contribution takes place onsite, synchronously online or through another approved arrangement.

Third-party providers supplying digital infrastructure, hosting or technical support are governed by the Digital Systems, Support, and Service Management Procedure unless they also have a direct role in programme delivery, assessment or learner support.

11.1.3 Policy

Clanwilliam Institute retains responsibility for the academic quality, standards and learner experience of its programmes where an external individual or organisation contributes to programme delivery, assessment, learner support or quality assurance.

External engagement will be subject to a level of approval and due diligence proportionate to:

- the nature and duration of the contribution
- the external party's responsibilities
- the extent of contact with learners

- access to learner information or assessment material
- influence over programme delivery or academic decisions
- financial, contractual or reputational considerations
- data protection, confidentiality and information-security requirements
- whether the arrangement affects an approved programme or Clanwilliam Institute's scope of provision

Roles, responsibilities, reporting arrangements and applicable quality assurance requirements will be agreed before a substantive external arrangement begins.

External contributors will be appropriately qualified, experienced or otherwise suitable for the role they undertake. Any actual, potential or perceived conflict of interest must be declared and considered before appointment or engagement.

Where an external contribution is delivered synchronously online, the contributor will use approved institutional systems and receive information appropriate to their role about the delivery mode, learner engagement, accessibility, confidentiality, data protection, technical arrangements and contingency requirements.

Clanwilliam Institute does not currently provide formal collaborative or transnational programmes or joint awards leading to QQI awards. Any proposal to enter such an arrangement will require formal institutional approval and engagement with QQI where applicable.

11.1.4 Responsibilities

- The **Director of Academic and Professional Programmes** is responsible for oversight of external academic engagement, determining the appropriate approval route and referring substantive arrangements to the Academic and Professional Council
- The **Academic and Professional Council** is responsible for approving substantive external academic arrangements and appointments within its remit
- **Programme Leaders** are responsible for proposing, briefing and monitoring guest lecturers and other external contributors within their programmes
- **Staff coordinating an external engagement** are responsible for confirming that approved arrangements, access controls and communication requirements are applied
- **External contributors and experts** are responsible for fulfilling their agreed role and complying with applicable academic, confidentiality, data-protection and institutional requirements
- The **Chief Executive Officer and Board of Directors** are responsible for contractual, financial or strategic approvals within their respective authority

11.1.5 Related Legislation, Regulation or Guidelines:

- Qualifications and Quality Assurance (Education and Training) Act 2012, as amended
- QQI Core Statutory Quality Assurance Guidelines (2016)

- QQI Statutory Quality Assurance Guidelines developed for Independent/Private Providers coming to QQI on a Voluntary Basis (2016)
- QQI Statutory QA Guidelines for Providers of Blended and Fully Online Learning Programmes (2023)
- QQI Policy for Collaborative Programmes, Transnational Programmes and Joint Awards (2012)
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015)
- General Data Protection Regulation (EU) 2016/679
- Data Protection Act 2018

11.2 Procedure for Other Parties Involved in Education and Training

11.2.1 Identifying the Nature of the External Engagement

Before an external individual or organisation is engaged, the relevant Programme Leader and Director of Academic and Professional Programmes will determine whether the proposed arrangement constitutes:

- a limited external contribution
- appointment to a formal academic or quality assurance role
- substantive external involvement in programme delivery, assessment or learner support
- a proposed formal collaborative, transnational or joint arrangement

The approval, due diligence and documentation required will be proportionate to the category and associated risks.

11.2.2 Limited External Contributions

A one-off or limited contribution, such as a guest lecture, workshop or specialist discussion, may be approved by the relevant Programme Leader in consultation with the Director of Academic and Professional Programmes.

Before approval, consideration will be given to:

- the purpose and relevance of the contribution
- the contributor's expertise and suitability
- consistency with the approved programme
- the proposed delivery mode
- learner accessibility and participation
- confidentiality and data-protection requirements
- any access required to institutional systems or learner information
- technical and contingency arrangements, where the contribution is delivered online

The Programme Leader will provide the contributor with information appropriate to their role and retain a proportionate record of the engagement.

A limited external contributor will not be given responsibility for academic decisions, learner assessment or access to confidential learner information unless separately authorised.

11.2.3 Substantive External Involvement

Where an individual or organisation will make a recurring or substantive contribution to programme delivery, assessment, learner support or programme development, the Director of Academic and Professional Programmes will submit the proposed arrangement to the Academic and Professional Council.

The proposal will include:

- the purpose and scope of the arrangement

- the responsibilities of Clanwilliam Institute and the external party
- evidence of relevant expertise, experience and capacity
- due-diligence findings
- programme, learner and delivery implications
- quality assurance and reporting arrangements
- data protection, confidentiality and information-security requirements
- financial or contractual implications
- arrangements for monitoring, review and termination
- contingency arrangements where the contribution is material to programme delivery

The arrangement must not commence until the required approval has been obtained and any necessary written agreement is in place.

11.2.4 Formal Collaborative, Transnational or Joint Arrangements

Any proposal involving formal collaborative provision, transnational provision or a joint award will be considered separately from routine external contributions.

The proposal will be subject to:

- institutional due diligence
- consideration of alignment with Clanwilliam Institute's strategy and approved scope of provision
- assessment of academic, operational, financial and learner risks
- clear allocation of responsibility for programme management, delivery, assessment, learner support and quality assurance
- a formal written agreement
- approval by the Academic and Professional Council and other relevant governance bodies
- engagement with QQI or another awarding body where required

Prospective and current learners will be informed clearly about the involvement of another party and the respective responsibilities of Clanwilliam Institute and that party.

11.2.5 Appointment of External Experts

Clanwilliam Institute may engage independent external experts for academic governance, programme review, external examining, advisory and other quality assurance purposes.

Appointments will be based on:

- relevant academic, professional or specialist expertise
- appropriate experience
- independence

- absence of an unmanageable conflict of interest
- capacity to fulfil the responsibilities of the role

Appointments requiring formal academic approval will be submitted to the Academic and Professional Council.

External Examiners will be appointed and managed in accordance with the Procedure for External Examiners. Experts appointed as part of an awarding-body process will also be subject to the applicable awarding-body requirements.

Before commencing their role, external experts will receive appropriate information about:

- their remit and responsibilities
- applicable quality assurance procedures
- confidentiality and data-protection requirements
- access to institutional systems or documentation
- reporting and communication arrangements
- requirements associated with onsite or synchronous online participation

Where assessment or learner information is accessed remotely, approved systems and secure access arrangements will be used.

11.2.6 Conflicts of Interest

External contributors and experts must declare any actual, potential or perceived conflict of interest before appointment or engagement and notify Clanwilliam Institute if a conflict subsequently arises.

The Director of Academic and Professional Programmes will determine whether the conflict:

- does not affect the proposed engagement
- can be managed through appropriate safeguards
- requires modification of the person's role
- prevents the appointment or engagement from proceeding

The declaration, assessment and any agreed safeguards will be recorded.

11.2.7 Remote and Synchronous Online Contributions

Where an external contributor or expert participates synchronously online, the responsible Programme Leader or staff member will confirm:

- the approved platform and access arrangements
- the contributor's understanding of their role
- the planned teaching, assessment or review activity
- applicable learner-engagement and accessibility expectations
- confidentiality and data-protection requirements

- restrictions on recording, downloading or sharing information
- any access required to Moodle or other institutional systems
- the technical and contingency arrangements

Access to institutional systems will be limited to what is necessary for the person's role and withdrawn when it is no longer required.

A significant technical disruption affecting the external contribution will be managed through the Digital Systems, Support, and Service Management Procedure and the relevant programme or assessment procedure.

11.2.8 Control Sheet

Policy and Procedure Title	**Other Parties Involved in Education and Training**
Responsible Officer(s)	Director of Academic and Professional Programmes
Issuance Date	July 2014
Effective Date	July 2014
Last Revision Date	September 2026
Supersedes	Version 4.0, 2025
Next Revision Date	September 2027
Designated Reviewers	Board of Directors, Management Team, Academic and Professional Council
Scope	All programmes

11.2.9 Revision History

Revision	Approval Date	Revision Description	Originator	Approved by
New Policy	July 2014	First Draft and Implementation of Policy	Training Programmes Advisor	Management Team and Board of Directors
Version 1.1	July 2016	Minor Amendments	Director of Professional and Academic Programmes	Management Team and Board of Directors
Version 2.0	May 2021	Minor Policy Revisions & Major Procedure Amendments	Director of Professional and Academic Programmes	Academic and Professional Council
Version 3.0	July 2023	Minor Amendments	Director of Professional and Academic Programmes	Academic and Professional Council

Revision	Approval Date	Revision Description	Originator	Approved by
Version 4.0	May 2025	Clarified QA procedures for remote contributions from external parties, aligned with QQI Blended and Fully Online QA Guidelines (2023)	Director of Professional and Academic Programmes	Academic and Professional Council
Version 5.0	September 2026	Policy and procedure revised to distinguish between limited external contributions, formal academic appointments, substantive external involvement and collaborative arrangements. Updates establish proportionate approval, due diligence, written agreements, conflict-of-interest management, remote participation requirements, monitoring and clear institutional responsibility for programme quality and standards.	Director of Professional and Academic Programmes	Academic and Professional Council

12. Self-Evaluation, Monitoring and Review

12.1.1 Policy for Self-Evaluation, Monitoring, and Review

Quality Assurance Area:	Self-evaluation, Monitoring, and Review
Policy Owner:	Director of Academic and Professional Programmes
Applicable to:	Staff and Learners

12.1.2 Purpose

The purpose of this policy is to set out the framework for Self-Evaluation, Monitoring and Review at Clanwilliam Institute, in alignment with Core Statutory QA Guidelines.

To facilitate the continuous monitoring of programmes Clanwilliam Institute operates a cycle of reviews to seek feedback on all aspects of programmes, review that feedback and make and implement recommendations for continuous improvements. This monitoring process therefore relates to the organisation and operation of the programme as a whole. This policy and the associated procedures guide all staff and learner representatives involved in the ongoing self-evaluation and monitoring of quality, including review of programmes.

12.1.3 Scope

This policy applies directly or indirectly to all members of the Clanwilliam Institute community, inclusive of learners, and staff holding teaching, administrative, management or support roles.

12.1.4 Policy

Clanwilliam Institute is committed to maintaining robust and systematic processes for review and self-evaluation as part of its overall quality assurance system. Responsibilities for this are particularly emphasised within:

- Terms of Reference for Board of Directors
- Terms of Reference for Academic and Professional Council
- Terms of Reference for Programme Boards
- Role and responsibilities: Director of Academic and Professional Programmes

Monitoring and evaluation are crucial to the success of programmes, the enhancement of the learner experience, and are essential to the continued quality of services. The on-going monitoring reports created provide information for the evaluation of programmes, services and quality assurance policies and procedures, as part of internal and external processes and contributes to the enhancement of the learner experience and programme quality in Clanwilliam Institute.

It is the policy of Clanwilliam Institute to carry out regular programme monitoring and review, based on a process of self-evaluation, in order to ensure that:

- Programmes continue to comply with the requirements of appropriate Professional Bodies and

remain fit-for-purpose for their intended target learners.

- Quality standards are being maintained.
- The programme remains relevant in terms of evolving knowledge and standards.
- Learning outcomes are being met.
- The curriculum, teaching and learning and assessments provide learners who enter the programmes with the opportunity to achieve the programme's learning outcomes.
- The programmes are meeting the expectations of learners, and that they are experienced as relevant, interesting and challenging.
- Issues for further learning enhancement or corrective action are identified.
- Learner progression and completion rates are reviewed.
- Any programme-specific quality assurance arrangements are identified.

The aims of self-evaluation include identifying appropriate quality measures, setting objectives and gathering evidence of achievement of those objectives. The Programme Boards and the Academic and Professional Council ensure that these tasks are carried out appropriately, transparently and are reported back to these bodies. This ensures that findings are acted on and feed into ongoing quality enhancement through a Quality Enhancement Plan which sets out a schedule of actions to be undertaken following internal evaluation and identifies the person(s) responsible for actions and follow-up.

Self-evaluation, monitoring and review will consider the quality and effectiveness of blended provision as an integral part of Clanwilliam Institute's quality assurance system. Relevant evidence may include learner and staff feedback, Moodle implementation, synchronous online teaching, accessibility and participation, learner support, digital-service performance, staff development and progress against the Digital Learning Implementation (internal, 2026) and Staff Development Plan 2026–2029 (internal, 2026).

Information about learner participation or activity will be interpreted proportionately and alongside other evidence. It will not be treated as a complete measure of learner engagement or used as the sole basis for a decision affecting an individual learner.

Findings will inform programme review, institutional self-evaluation, staff development and quality enhancement.

The Policy and Procedures that govern the conduct of Programmatic Reviews and associated revalidation of programmes are detailed in Revalidation of Academic Programmes (Section 4.3 of this Manual).

12.1.5 Responsibility

- The **Academic and Professional Council** is responsible for approving this policy and associated policies and procedures and making recommendations to the Board of Directors on Self-Evaluation, Monitoring and Review.
- The **Director of Academic and Professional Programmes** and the **Programme Leader** are jointly responsible for making recommendations to the **Academic and Professional Council** pertaining to Self- Evaluation, Monitoring and Review.
- The **Digital Education Working Group** is responsible for coordinating the annual review of the Digital

Learning Environment and reporting significant findings, risks and recommendations through the appropriate governance route.

- The **Digital Education Advisor** may provide specialist advice on digital pedagogy, Moodle practice, accessibility, educational technology and relevant external developments.

12.1.6 Cyclical Review

QQI published a policy for Cyclical Review of Higher Education Institutions in 2016. The review has a three-fold purpose:

- It evaluates the **effectiveness** of the institution-wide quality assurance procedures for the purposes of establishing, ascertaining, maintaining and improving the quality of education, training, research and related services the institution provides.
- It measures institutional **accountability** for compliance with European standards for quality assurance, regard to the expectations set out in the QQI quality assurance guidelines or their equivalent and adherence to other relevant QQI policies and procedures as established in the lifecycle of engagement between the institution and QQI.
- It explores institutional **enhancement** of quality in relation to impacts on teaching, learning and research, institutional achievements and innovations in quality assurance, alignment to the institution's mission and strategy and the quality-related performance of the institution relative to quality indicators and benchmarks identified by the institution.

Clanwilliam Institute will participate in the cyclical review arrangements applicable to its provider category and will maintain appropriate institutional self-evaluation, evidence-gathering, reporting and follow-up arrangements in accordance with current QQI requirements.

12.1.7 Related Legislation, Regulation or Guidelines

- Core Statutory Quality Assurance Guidelines 2016 (QQI).
- Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines 2016 (QQI).
- Policies and criteria for the validation of programmes of education and training 2017 (QQI)
- Policy and Criteria for Making Awards 2014 (QQI)
- QQI Statutory QA Guidelines for Providers of Blended and Fully Online Learning Programmes (2023)
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015).
- Assessment and Standards, Revised 2013 (QQI).
- Policy for Determining Awards Standards – QQI, 2014
- NFQ Awards Standards
- European Credit Transfer and Accumulation System (ECTS) User Guide –2015
- International Standard Classification of Education (ISCED) – UNESCO, 2011.
- Policy for Cyclical Review of Higher Education Institutions 2016 (QQI)

- CWI Digital Learning Environment Strategy 2026–2029 (internal, 2026)
- CWI Digital Learning Implementation and Staff Development Plan 2026–2029 (internal, 2026)

12.2 Procedure for Self-Evaluation, Monitoring, and Review

The Director of Professional and Academic Programmes is responsible for preparing Clanwilliam Institute's Annual Self- Assessment Report, compiled from the various self and external evaluation activities, benchmarking, data analysis and the following reports. Monitoring, self-evaluation and review processes carried out to inform this report include:

- Report on Admissions, including RPL admissions.
- Examination Board Report including learner attainment, rechecks, reviews, appeals and academic conduct matters.
- Annual programme monitoring including learner retention and withdrawal.
- Annual Learner Services Report.
- QA policy monitoring and review.
- Graduate survey.

The Self-Assessment Report includes findings and recommendations for improvement with an improvement or action plan detailing how and when Clanwilliam Institute will address its recommendations. This Report is submitted to the Academic and Professional Council for review.

12.2.1 Annual Programme Monitoring Report

A comprehensive annual monitoring report is completed each year for each programme by the Programme Lead, in consultation with the Programme Board. The report is based on the following:

- Programme Board minutes
- External examiner reports
- Learner appraisal of programmes
- Faculty feedback
- Learner enrolment, progression and award statistics
- Survey of employers
- Ongoing learner monitoring reports
- Learner and staff feedback on onsite, synchronous online and digitally supported provision
- Moodle implementation and any significant accessibility, participation or learner-support matters
- Significant or recurring technical and service issues affecting programme delivery
- Staff development completed or required in relation to blended provision
- Findings from the annual review of the Digital Learning Environment and progress against the Digital Learning Implementation and Staff Development Plan 2026–2029.

12.2.2 QA Policy and Procedure Review

The need for a new policy/procedure or amendment to an existing policy/procedure may arise for a number of reasons such as:

- Issues raised through the Programme Boards
- Regulatory Change
- Outcome of a QQI validation event or Quality Assurance review

In order to facilitate the implementation of any proposed changes, the Academic and Professional Council oversees an annual review of the Quality Assurance Manual. The Director of Academic and Professional Programmes is responsible for coordinating the annual review of the Quality Assurance Manual, with administrative support and input from relevant academic, governance, learner-support and operational functions.

The purpose of the annual review is to:

- Evaluate the effectiveness of Clanwilliam Institute's QA procedures.
- Examine Clanwilliam Institute's compliance with QQI's requirements.
- Ensure the review of the Quality Assurance Manual is transparent and informed by stakeholder feedback.
- Make recommendations for additions to, or enhancements of the Quality Assurance Manual, on a rolling Section by Section basis, with the complete Manual being reviewed over a three- year period.

Any recommended revisions or updates of the Quality Assurance Manual are referred to the Academic and Professional Council, for review and approval.

12.2.3 Annual Review of the Digital Learning Environment

Clanwilliam Institute will review its Digital Learning Environment annually as part of its established self-evaluation, monitoring and review cycle.

The review will be coordinated by the Digital Education Working Group following the annual programme-monitoring process and in sufficient time to inform priorities for the following academic year.

The review will draw primarily on evidence already generated through programme, learner-support, staff-development and operational processes. Evidence may include:

- learner and staff feedback relevant to digital learning
- Programme Board findings
- Moodle reviews against the Moodle Design Standards
- synchronous online teaching experience
- accessibility, participation and learner-support matters
- recurring technical issues or significant service disruptions
- relevant Digital Service Register and third-party service information

- staff-development participation and identified needs
- progress against the Digital Learning Implementation and Staff Development Plan 2026–2029
- relevant external advice, consultation or sector practice

The review will focus on significant, recurring or institution-wide matters rather than evaluating every individual digital activity.

The Digital Education Advisor may provide specialist input on digital pedagogy, Moodle practice, accessibility, educational technology and relevant external developments. Programme Leaders, VLE Administration and technical-support functions will contribute information within their areas of responsibility.

The Digital Education Working Group will retain a concise record of the review and its principal findings, decisions and actions. A separate detailed annual report is not required unless considered necessary.

Actions will normally be recorded and monitored through the Digital Learning Implementation and Staff Development Plan 2026–2029 (internal, 2026). Actions with wider institutional significance will also be reflected or cross-referenced in the Quality Improvement Plan.

Significant findings will be referred to the Academic and Professional Council where they:

- present a material risk to programme delivery or the learner experience
- indicate a recurring or institution-wide concern
- require additional resources
- require changes to approved policy, procedure or programme arrangements
- raise significant accessibility, data-protection, security or service-continuity concerns

Findings from the annual review will inform the Annual Self-Assessment Report and the review of Clanwilliam Institute's Digital Learning Environment Strategy and Implementation Plan (internal, 2026).

12.2.4 Learner Appraisal of Modules

A formal learner appraisal of modules is undertaken on at least one occasion during module delivery, using the Annual Review Process, designed to elicit the learners' views on:

- the resources available;
- the content of modules;
- delivery of modules;
- communication;
- general evaluation and suggestions.

Learners are given the opportunity to appraise the module anonymously. Learner feedback is specifically gathered on the experience of synchronous (live online) delivery where relevant, including clarity of communication, interaction levels, and the effectiveness of the remote learning environment.

12.2.5 Learner Appraisal of Programmes

A formal learner appraisal of the entire programme stage is undertaken towards the end of the academic year using the Learner Review Process, which gathers learner feedback on:

- learner attendance;
- resources available;
- organisation and content of modules;
- communication;
- general evaluation and suggestions.

It is the responsibility of the Programme Lead to ensure a review process takes place at the end of each academic year and ensure that it is analysed for the first meeting of the respective programme boards in the next academic year.

12.2.6 Graduate Survey

The graduate survey is issued to graduates in the year immediately following the completion of their studies. In order to ensure a good response rate, it is ideally carried out at the Annual Conferring Ceremony by the Learner Services department.

The results are used to strengthen and develop the services provided by Clanwilliam Institute that in their entirety contribute to the learner experience. The survey also gives information on the preparedness of graduates for the job market.

The findings will be considered through the relevant Programme Board and reported to the Academic and Professional Council as part of Clanwilliam Institute's monitoring and quality enhancement arrangements.

12.2.7 Quality Improvement Plan

The Director of Academic and Professional Programmes coordinates the consolidation of significant findings and actions arising from institutional and programme monitoring into Clanwilliam Institute's Quality Improvement Plan, with administrative support as required.

Actions relating specifically to the Digital Learning Environment will normally be recorded and monitored through the Digital Learning Implementation and Staff Development Plan 2026–2029. Where such actions have wider institutional significance, they will also be reflected or cross-referenced in the Quality Improvement Plan.

Progress will be monitored under the oversight of the Academic and Professional Council.

12.2.8 Control Sheet

Policy and Procedure Title	**Self-evaluation, Monitoring and Review**
Responsible Officer(s)	Director of Academic and Professional Programmes
Issuance Date	July 2014
Effective Date	July 2014
Last Revision Date	September 2026
Supersedes	Version 4.0, 2025
Next Revision Date	September 2027
Designated Reviewers	Board of Directors, Management Team, Academic and Professional Council
Scope	All self-evaluation, monitoring, and reviews

12.2.9 Revision History

Revision	Approval Date	Revision Description	Originator	Approved by
New Policy	July 2014	First Draft and Implementation of Policy	Training Programmes Advisor	Management Team and Board of Directors
Version 1.1	July 2016	Minor Amendments	Director of Professional and Academic Programmes	Management Team and Board of Directors
Version 2.0	May 2021	Major Revisions and Additions	Director of Professional and Academic Programmes	Academic and Professional Council
Version 3.0	July 2023	Review of Policy	Director of Professional and Academic Programmes	Academic and Professional Council
Version 4.0	May 2025	Added evaluation criteria for synchronous delivery and CPD	Director of Professional	Academic and Professional

Revision	Approval Date	Revision Description	Originator	Approved by
		tracking for online teaching in line with QQI Blended and Fully Online QA Guidelines (2023)	and Academic Programmes	Council
Version 5.0	September 2026	Policy and procedure revised to integrate the monitoring and review of onsite, synchronous online and digitally supported provision within Clanwilliam Institute's established quality assurance cycle. Updates address digital-learning evidence, Moodle implementation, accessibility, learner and staff feedback, service performance and staff development. The Digital Learning Environment Annual Review Procedure was incorporated into the existing procedure, with findings linked to the Annual Self-Assessment Report, Digital Learning Implementation and Staff Development Plan and Quality Improvement Plan.	Director of Professional and Academic Programmes	Academic and Professional Council