Holmes Institute Dublin

Quality Assurance Manual

2025/2026

Edition 5a

This QA Manual is subject to change. Readers should consider the version published on HID's website as the authoritative source of this document. Where HID makes amendments to this QA Manual and they are approved by the Academic Board, HID will notify current learners, staff and relevant stakeholders of the changes.

PURPOSE

This Quality Assurance (QA) Manual lays out Holmes Institute Dublin's commitment to Quality Assurance3. The QA Manual comprehensively outlines HID's policies and procedures applied to HID's delivery of higher education in Ireland.

SCOPE

The QA Manual is applicable to all HID staff and learners, including prospective learners. HID however, further acknowledges its obligations to other stakeholders such as regulators, industry and the wider community.

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ACCOUNTABILITY AND RESPONSIBILITY

HID's Board of Directors have overall responsibility for ensuring that the QA Manual is appropriate, understood, properly implemented and continuously reviewed for efficacy and quality enhancement purposes. The Academic Board is responsible for approving amendments to this manual.

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[1] Addition of section 23.5, clarification of Section 23.4

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Section 1: Introduction and History

'Cum Propris Suis Alis Volat' – Fly with your own wings

1.1 Introduction to the Holmes Education Group

HID is part of the Holmes Education Group (HEG) based in Australia and is a dual-sector private provider of higher education and vocational training. The Holmes Education Group (HEG) was founded in Melbourne in 1963. The current senior management team has been in place since 1987.

HEG has now expanded to become a transnational education services company that provides education in English language training, schools, vocational and higher education and training. HEG operates in the United Kingdom, the United States of America, Canada, China and Australia.

Holmes is in good standing as a corporation and as a higher education provider in the jurisdictions in which it operates.

1.2 History of Holmes Institute

Holmes Institute of Higher Education began delivering higher education programmes in 1999 via a joint venture with James Cook University.   Holmes gained degree-awarding powers in 2004 from the State of Victoria, Australia. The institute has renewed its registration 3 times since 2004 with no conditions imposed at any stage. It is now registered federally by TEQSA, the national Tertiary Education Quality and Standards Authority.

Holmes Institute has developed postgraduate and undergraduate qualifications in business, accounting, information systems and fashion business in Australia. All programmes have succeeded through several re-accreditation cycles and are currently accredited by the Australian regulator, TEQSA. These programmes are also recognised by the relevant professional bodies.

In 2021, Holmes delivered 18 higher education programmes across 4 campuses in Australia – Melbourne, Sydney, Brisbane and Gold Coast, using sophisticated learning management systems and a university-equivalent academic management culture, more than 80% of lecturers are at least masters qualified and over 60% PhD qualified. That same year Holmes was the largest provider of MBA education in Australia.

Holmes founded a Cyber Security Research & Innovation Centre (CRISC) www.csric.holmes.edu.au in 2017 with the aim of fostering research efforts and help mitigate the security and privacy impact of the Internet of Things. The centre also contributes to the delivery of the master's in information systems, which allows masters learners to conduct their research assignments with the supervision of research fellows and grants them the opportunity to become research assistants.

CSRIC has collaborated with leading cybersecurity partners including Oceania Cyber Security Centre, University of Melbourne, Monash University and the National Narrowband Network.

Holmes funded and was the academic advisor on the development of a cybersecurity-awareness film with Oceania Cyber Security Centre, University of Melbourne and Deakin University and has recently filed an application to patent a lightweight encryption cypher. Holmes was recently awarded a government grant to develop executive training courses in Cybersecurity.

1.2.1 Holmes Institute Globally

Holmes has maintained a series of transnational relationships with China since 1993 when Holmes Institutes began a joint venture with the Luwan District Government in Shanghai. More recently the Ministry of Education (MOE) approved a joint degree between Henan University of Animal Husbandry & Economy and Holmes Institute in 2019. The programme is a 4-year degree in Logistics Management, with Holmes providing curriculum, assessment and teacher training.

In addition, Holmes Institute manages the Holmes Language Assessment (HLA) which assesses the English language proficiency of candidates applying to university in the United Kingdom, Australia and around the world. HLA has been designed specifically for use in the context of university applications and so corresponds to the Common European Framework of Reference for Languages (CEFR) levels B2 to C1.

Holmes Education Group includes Teaching House, and OHC (Oxford House College) established in Australia, UK, USA, Canada and Ireland.

1.3 Holmes Institute Dublin

Holmes Institute Dublin (HID) is a registered Business Trading Name of Homes Institute Ireland Limited which is an associated company to Holmes Institute Pty Ltd in Australia and is a part of the Holmes Education Group.

HID was established in March 2018 and has engaged with Quality and Qualifications Ireland (QQI) through a process of Access to Initial Validation with QQI in March 2020 which approved the draft QA polices and established a quality assurance infrastructure as described in this manual.

HID successfully validated a BA (Hons) in Business with QQI approved in April 2021. This programme was included on the Interim List of Eligible Programmes in February 2022.

This manual has been informed by the Core Statutory Quality Assurance Guidelines – QQI April 2016, the Statutory Quality Assurance Guidelines for Independent Providers – QQI April 2016 and the Code of Practice for Provision of Programmes of Education and Training to International Learners - QQI July 2015 among others and are aligned to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)- 2015.

This is the 4th edition of the QA Manual and has been updated to reflect HIDs application for Extension to Scope to deliver programmes at Level 9.

Section 2: Mission and Values of Holmes Institute

2.1 Mission Statement

The Mission Statement of Holmes Institute is:

"Holmes Institute is dedicated to the pursuit of best practice teaching in higher education and to the provision of a dynamic, student-centred learning environment that fosters rational thought, is committed to and supportive of free intellectual enquiry in the Institute's academic endeavours and is socially responsible."

This Mission Statement provides direction and intention for the institution. It provides an aspirational goal from which effective, consistent and sustained leadership can provide direction for the work of the institution.

2.2 Vision and Values Statement

In achieving its Mission, Holmes Institute will be a successful and profitable business, continuously expanding opportunities for the benefit of learners, staff and the community, and will:

- Develop a common sense of purpose and pride.
- Provide high quality education which meets rigorous academic standards.
- Create a learning atmosphere that is vibrant and exciting.
- Encourage enquiry, critical thought and creativity.
- Foster open, reflective and outcome-based assessment by providing a variety of assessments of learning through self, peer and teacher assessment.
- Encourage academic inquiry and promote research skills.
- Empower learners to seek self-improvement irrespective of nationality, gender and beliefs and empower them in their learning.
- Foster ethical behaviour.
- Provide excellent teaching.

The values underpinning the work of Holmes Institute are explicit in the following key concepts:

Excellence - striving for the highest quality in all that we do.

Accountability - inviting scrutiny to maintain excellence in standards.

Ethics - operating with integrity, honesty, empathy, and respect, including:

protection of, and respect for, freedom of belief

the free expression of ideas without fear or hindrance

Nurture - responsive support to enable individuals to maximise their potential, including:

development of academic programmes that are relevant to the intellectual and vocational needs of individuals.

provision of educational opportunities for all those who can take advantage of the Institute's programmes and positive consideration of those groups traditionally under-represented in higher education.

commitment to the principle of life-long learning and the provision of opportunities for the personal development of all learners and staff.

Responsibility - to learners, staff, and the wider community, demonstrated in:

the development of a caring organisation that emphasises openness, trust and cooperation and

Diversity - valuing and actively welcoming difference, shown in:

recognition and encouragement of the diversity of cultures and traditions within the Institute and in the broader community.

commitment to equality of opportunity, regardless of age, colour, ethnic origin, sexual orientation, and socio-economic status or special needs.

Equality - embedding transparency and fairness in all Institute policies and procedures.

Collaboration - prioritising consultative / collaborative work internally and externally.

Aspiration - seeking out innovation and opportunity to maximise potential.

Section 3: Overview of Policies and Procedures

3.1 Introduction

HID has a documented approach to quality assurance (QA). All policies and procedures are documented and explicitly referenced in this manual and published on the HID website.

HID, through its QA policies and procedures, has established a coherent framework for the provision of a high-quality system of education and training. It ensures that high standards, once attained, are embedded into all aspects of the institute's operations.

HID's education programmes are subject to rigorous monitoring and review, overseen by the Academic Board. The Institute is committed to self-assessment and external review. The Senior Management Group and the Board of Directors oversee the monitoring and review of all QA at the Institute, including this QA Manual and the associated QA procedures. The Academic Board approve all changes to QA.

3.2 Transparency

It is HID policy to ensure that sufficient accurate information is accessible to all relevant stakeholders. Relevant programme information such as syllabi, schedules, and assessment requirements are made available to learners through the Programme Handbook and on the HID website. In addition, the Institute is committed to being open about the respective rights and obligations of learners as set out in a Learners' Charter.

3.3 Management of Quality Assurance

The Institute's QA Manual details the Institute's systematic approach to QA. The HID QA systems are both consultative and collaborative with relevant stakeholders of the institution working together to achieve educational excellence.

The systems established in this QA Manual establish clear lines of authority for QA policies, procedures and practices. Senior management within the Institute have a responsibility to foster and maintain a quality culture. Management creates and fosters an environment conducive to participation, trust, teamwork, empowerment, and pride in performance.

HID engages external experts as appropriate, who are independent of the provider and who are expertly qualified to make relevant national and international comparisons.

3.4 Programmes

The Institutes strategy is to deliver a range of relevant, validated programmes developed to high standard and maintained through a systematic process for the monitoring, evaluation, and continuous enhancement of these programmes. This endeavour is predicated on building quality criteria into new programme development and delivery and continuously monitoring existing programmes within a five-yearly review cycle. The involvement of external specialists in the design, monitoring, and review of programmes is considered critical.

3.5 Verifiable Data

The Institute will gather, store, analyse and present all necessary data to monitor critical quality indicators (e.g., progression data, entry requirements, continuous assessment results, completion rates, learner feedback, External Examiners' reports, Board of Examiners reports and external periodic reviews).

Data gained from the above sources is examined in the most appropriate forum and appropriate action taken.

3.6 Learning Environment

HID commits to the creation of a supportive academic environment in which learners take responsibility for their own learning. To provide opportunities for learning, the programme is delivered in a way that includes group work, reflective/reflexive practice, the development of relevant skills and competencies, personal development, academic writing, and the use of internationally relevant case studies.

The physical environment has been specifically designed to meet the needs of learners and staff.

3.7 Learner Assessment

The Institutes assessment systems are fair, consistent, and effective in measuring the extent to which learners achieve stated learning outcomes. It is Institute policy to ensure that learners are given sufficient information on assessment requirements. This information is contained in the Learners' Handbook and in Module Guides.

The quality assurance of the learner assessment process is implemented through the use of internal moderation and external examining. HID values external input, both in the learner assessment process and in continuously improving the Institute's programmes.

3.8 Learner Participation

The Institute employs systematic methods for gathering learner feedback on its education programmes and support services through both structured and unstructured mechanisms.

Learners are represented on governing bodies, such as the Academic Board and Programme Board, giving them a voice in decision-making. HID will provide adequate training and support to Learner Representatives to assist them make a full and fulfilling contribution.

Fair and transparent mechanisms for academic and non-academic complaints and appeals are in place.

3.9 Learner Support

The Institute is committed to providing a stimulating learning experience in a supportive environment. Accessible support services for all learners are in place as well as individualised support for learners with specific needs. Each learner in the Institute has access to academic and welfare support.

HID is subject to section 65(1) of the Qualifications and Quality Assurance (Education and Training) Act 2012, which ensures all enrolled learners can complete their enrolled programme or are refunded their fees. HID has a policy for the Protection of Enrolled Learners (see Section 20) and a Refund Policy (see Section 21).

The Institute operates a policy of Reasonable Accommodation for learners who have a disability and/or a physical, learning, psychological or sensory impairment or serious medical condition to ensure that they have an equal opportunity to successfully complete programme requirements, while also ensuring that they experience equal opportunities

relative to our other learners within the limits of reasonable accommodation. Learners are encouraged to inform the Institute of any impairment they believe will affect their studies prior to beginning their studies. The Institute will address such concerns on a case-by-case basis ensuring fairness and equal opportunities are maintained.

3.10 Learner Admissions

HID operates a fair admissions process ensuring prospective learners have the knowledge, skill and competence required as a basis for successful participation on the programme.

The Institute has well researched strategies and realistic forecasts to attract a critical mass of suitably qualified learners to its expanding suite of programmes. The target learner population includes Irish learners (whether school leavers or mature), EU citizens seeking education in Ireland and non-EU international learners.

3.11 Teaching and Learning

The Institute is committed to deliver its programmes using innovative teaching methods by recognising and promulgating best teaching practices. The teaching and learning process will be enhanced with a range of online training and educational supports e.g., videos, tools, templates and library resources. The Institute will ensure that it provides the necessary resources for effective teaching and learning. Learners will be exposed to an exciting, innovative, engaging and varied mix of learning modes (e.g., lectures, seminars, tutorials, workshops, skills-practice, self-paced online instruction videos etc.). Regular feedback to learners together with timely and appropriate formative and summative responses to completed coursework is a feature of programme delivery in the Institute. This will be supported through the HID Learning Management System.

HID will use Blackboard as its Learning Management System. Blackboard is used by the Holmes Education Group worldwide and Holmes has extensive experience in using and supporting this System.

3.12 Human Resources

HID ensures that it employs appropriately qualified and committed staff in sufficient numbers to support its education mission. Every effort is made to recruit and retain staff and in maintaining a sufficient workforce profile that supports the delivery of a high-quality education.

Academic staff will be employed for their ability to employ teaching methods appropriate to the requirements of programme delivery and the needs of HID learners. Through its staff management processes, HID provides staff with necessary induction, training and ongoing professional development which enable staff to continuously improve their knowledge and the quality of their teaching. HID adopts the principles and guidance espoused in the Irish National Professional Development Framework in the manner in which it plans for, develops and engages in professional development activities. For more information refer to www.teachingandlearning.ie

3.13 Physical Resources

The Institute ensures that its premises, equipment and facilities meet the needs of a third level institution. Learners, directly or through their Learner Representatives, and members of staff have the opportunity to make their wishes and concerns known to the Centre Manager who has direct responsibility for maintaining physical resources.

Section 4: Institutional Governance and Management

4.1 The Establishment and Growth of Governance & Management Structure

This section will be relevant until full operations have commenced on the first intake of students.

The operations and activities of HID will expand as required in a staged manner as outlined below.

4.1.1 Stage 1:

Having obtained approval for the access to programme validation Holmes have established:

- Board of Directors,
- Senior Management Group,
- Academic Board.
- The External Programme Advisory Committee

And employed

- Dean, Academic
- Centre Manager
- Student Services Officer
- Panel of qualified part-time lecturers in Ireland for programme development.

The governance structure has been established as described in the HID Governance Charter:

- **Board of Directors**, consisting of:
    - o Chief Executive Officer (Australia)
    - o Chief Operating Officer (Australia)
    - o Corporate Director (Holmes Education Group UK/Europe)
    - o Corporate Director (Holmes Education Group UK/Europe)

- **Senior Management Group**, consisting of:
    - o Chief Executive Officer (Australia)

- o Global Operations Director (London)
- o Director of Global Engagement
- o Dean, Academic (Dublin)
- o Centre Manager (Dublin)
- o Registrar (Dublin) (to be appointed)

- **Academic Board**, consisting of:

o CEO, Holmes Institute	Stephen Nagle
o Dean, Academic HI Dublin	Dr Eileen Buckley-Dhoot
o Dean, Academic HI Australia	Professor Paul Hawking (Chair)
o Global Operations Director	Georgie Collier
o Director, Global Engagement	Chris Bustin
o External Member	Professor David Croke
o External Member	Professor Hamish Coates
o External Member	Professor Ellen Hazelkorn

Figure 1.1: HID Board and Committee Structure
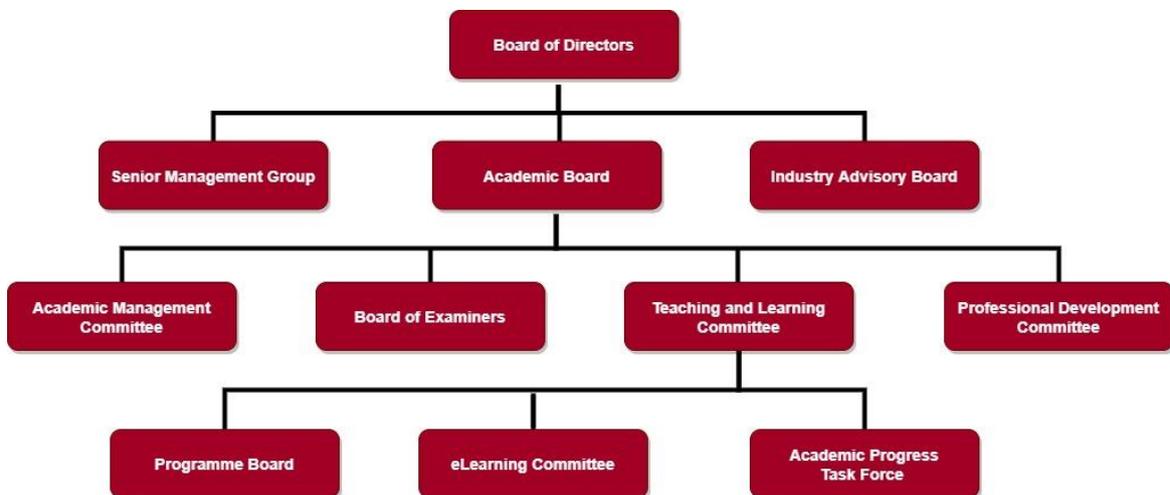
4.1.2 Stage 2: Following Programme Validation

Following programme validation by QQI HID employed full time staff based in Ireland:

- o Dean/ Registrar
- o Academic Programme Director
- o Campus Director
- o Student Services Officer

4.1.3 Stage 3: Prior to First Intake of Learners

Prior to the first intake of learners HID:

- Established an Academic Management Committee,
- Established a Board of Examiners, Programme Board and Teaching and Learning Committee with learner representatives as required.
- Employed academic staff as appropriate.

The Management structure at HID is:
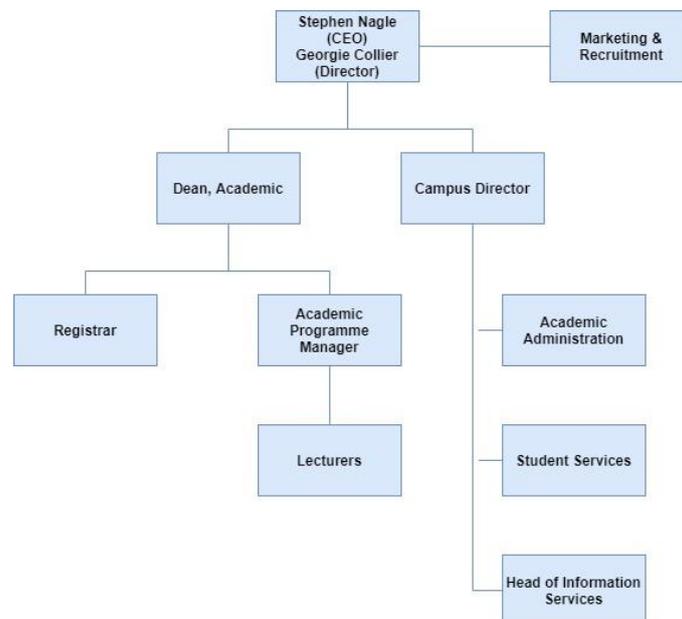
4.1.4 Stage 4: Ongoing Operations

HID will continue to employ staff as required, including:

- Academic administration staff
- Full time lecturers
- Support staff

HID will establish Industry Advisory Board, Academic Progress Taskforce, and e-learning Advisory Group, with learner representatives as appropriate.

4.2   The Governance Structure

HID has a governance framework that operates via a committee system. The Institute's committee system operates via a series of appropriate, well-communicated delegations of authority from the Institute's Board of Directors to key governance bodies and organisational roles.

The HID Governance Charter provides detailed information about the Terms of Reference of each of the governing boards and committees, including their specific duties and functions and their role and purpose.

This Governance Charter outlines the function, responsibilities, membership and terms of reference of each of the governance bodies in operation at the Institute. The Governance Charter also provides a visual representation of the Institute's governance system and reporting lines for ease of reference.

4.2.1 Key Roles and Responsibilities

HID believes that a successful institute of learning can only be achieved through a genuine partnership between management, academia and learners. Each has a vital role in the success of teaching and learning at the Institute. Whilst these roles are outlined above and in the Governance Charter, specific roles of academic staff and learners are detailed below.

Academic Management Roles

Dean, Academic

The Dean, Academic (member of the Academic Board), is a senior academic appointment that provides academic leadership and direction to HID faculty and management on academic matters. The position has ultimate responsibility for the delivery of accredited programmes. The Dean, Academic is also responsible for ensuring appropriate academic staffing and for assuring that a culture of continuous academic improvement is embedded at all levels of academe. To achieve this, the position receives advice and recommendations from committees representing key stakeholders such as the External Programme Advisory Board, Teaching and Learning Committee etc. The Dean's academic management role is supported by an Academic Programme Director for each programme offered. The Dean, Academic also actively liaises with the Centre Manager who is responsible for providing focussed learner support, amongst other duties.

Centre Manager

The Centre Manager has responsibility for directing HID's day-to-day non-academic operations. This involves managing administrative staff, leading non-academic projects, communications and leadership for the development, delivery and ongoing improvement of HID's services. The Centre Manager is responsible for the physical campus as well as learner support services, including the provision of pastoral care to learners.

Registrar

The Registrar is a senior academic appointment with ultimate responsibility, together with the Dean, Academic for ensuring that academic quality is maintained and enhanced.

The Registrar is responsible for:

- delivering major aspects of academic administration and learner support and for ensuring that there is an effective quality assurance system in place.
- regulatory compliance within the Institute, under the auspices of Academic Board.
- effective management of the Registrar's office including responsibility for academic regulations, academic records, examinations and graduation management.
- Organising internal evaluation of programmes prior to submitting to QQI for evaluation and validation.
- The Registrar is the Data Protection Officer and maintains the risk register.

Academic Programme Director

The Academic Programme Director is the academic lead of a particular programme for which s/he has demonstrated relevant expertise and experience. As a senior academic appointment, the Academic Programme Director is responsible for ensuring adequacy and consistency in the delivery of subject material in each mode of delivery. The Academic Programme Director is responsible for the day-to-day management of the programme, conducting assessments, co-ordinating learner results and analysing trends in learner performance.

The Academic Programme Director reviews the structure of the programme on a regular basis including benchmarking academic standards and outcomes against industry best practice. In this context, the Academic Programme Director advises on any changes in credit exemptions, pre-requisites and co-requisites. Some of the Academic Programme Director's tasks are outlined below in that she/he:

Supports all Module Coordinators in the respective programme, suggesting their appointment and supervising Module Coordinators' performance.

Is Chair of the Programme Board that meets at least once a semester and presents a programme report to the Academic Board and Academic Management Committee.

Coordinates and communicates standards with all Module Coordinators within their programme.

Compiles a semester report on overall learner performance including a consolidated report.

Compiles a report on Module Evaluation and Review Forms received for the respective programme and suggests a programme of action, where applicable.

Head of Academic Administration

The Head of Academic Administration reports to the Centre Manager in the first instance, but has responsibilities to the Dean, Academic and Registrar as the Institute develops. The Head of Academic Administration organises and administers learner and academic record including registration/ enrolment and graduation functions. S/he works as part of the Student Services Team leading initiatives as determined by the Centre Manager.

Module Coordinators

Module Coordinators are subject matter specialists who act as the lead for a particular module for which s/he has demonstrated relevant expertise and experience. The Module Coordinator is responsible for the preparation of the academic content for the module s/he coordinates including lecture, tutorial and e-learning/online materials, assessments and solutions/marking guides/rubrics as well as suggesting suitable textbooks/readings.

The Dean, Academic, Programme Managers and Module Coordinators' key responsibilities are set out below.

4.2.2 Responsibilities of the Senior Academic Managers

HID operates under a collegiate style of management. The nominated responsibilities in this table are the person(s) ultimately responsible.	Dean Academic	Registrar	Programme Director	Module Coordinator
Advising HID on academic strategy and policy directions with respect to academic programmes	☑	☑		
Overseeing the development of new programmes, amendments to programmes and discontinuation of existing programmes based on market needs	☑	☑	☑	
Leading internal academic compliance with regulatory requirements including those of Quality and Qualifications	☑	☑	☑	

HID operates under a collegiate style of management. The nominated responsibilities in this table are the person(s) ultimately responsible.	Dean Academic	Registrar	Programme Director	Module Coordinator
Ireland (QQI), National Framework of Qualifications (NFQ), Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and professional associations requirements				
Advising and supporting academic policy implementation particularly with respect to all aspects of the quality assurance of programmes and their delivery	☑	☑	☑	☑
Providing leadership in best practice in programme design, delivery, and assessments	☑	☑	☑	☑
Representing HID in learning and teaching activities, communities of practice forums and committees	☑	☑	☑	☑
Chairing Board of Examiners	☑			
Chairing Programme Board			☑	
Ensure quality, viability and relevance of all academic programmes offered by HID	☑	☑	☑	☑
Assisting in the monitoring of the comparability and equivalence of standards if there are multiple offerings of any award offered	☑	☑	☑	☑

4.2.3 Position Descriptions

All HID positions are supported by clear role descriptions, which comprehensively outline the role and its responsibilities. The types of duties and responsibilities generally associated with a faculty position at HID are described below.

- Developing programme material
- Preparing and delivering lectures and seminars.
- Conducting tutorials, demonstrations and workshops.

- Preparing assessment briefs
- Marking assessment and providing learner feedback.
- Acting as a Module Coordinator.
- Consulting with learners.
- Performing administrative tasks, the majority of which are related to the subjects and programme of delivery.
- Supervising student projects where applicable.
- Engaging in creative and scholarly activities.
- Engaging in industry and professional activities related to their programme of delivery.
- Attending faculty meetings and/or committees.

The following table summarises key duties of faculty members during a semester.

4.2.4 Table of Academic Roles and Responsibilities Each Semester

WHEN	WHAT	WHO		
	Task Number* and Description	Academic Programme Director	Module Coordinator	Lecturers
BEFORE SEMESTER				
	• Complete programme materials according to templates – submit to Academic Programme Director	☑	☑	
	• Review programme materials before uploading on Blackboard	☑		
	• Module is made accessible via Blackboard	☑		
BEFORE SEMESTER				
	• Module Coordinator briefs lecturers		☑	☑
	• All teaching Faculty are familiar with programme outline, programme content, assessment criteria		☑	☑
DURING SEMESTER				
	• Feedback on any issues with programme outline, learner queries, learner issues etc.		☑	☑

WHEN	WHAT	WHO		
	• Module Coordinator follows up first assignment, lecture schedule, learner usage of Blackboard		☑	☑
	• Peer Review of Teaching conducted for participating faculty	☑		☑
	• Module Coordinator follows up on second/third assignment, lecture schedule		☑	☑
	• Module Coordinator moderates a sample of assignments to ensure marking consistency		☑	
	• Student Evaluation of Teaching (to be conducted in last class)	☑	☑	☑
AFTER SEMESTER				
	• Lecturer feedback to Academic Programme Director via Module Evaluation and Review process re: recommendations on modifications to module/programme structure and content	☑	☑	☑
	• Academic Programme Director consolidates lecturer feedback to Programme Development Committee to authorise minor changes and make recommendations to the Academic Management Committee for major changes	☑	☑	
	• Academic Programme Director authorises Module Coordinator to implement minor changes by a process of continuous improvement and to notify lecturers		☑	☑

4.2.5 The Role of Learners in Governance

Learners are represented at every level of governance at HID:

- Academic Board – Two learners, one postgraduate and one undergraduate.
- Teaching and Learning Committee – One learner.
- Programme Board – At least one learner per stage

Learners are supplied with the Student Handbook at the outset of the programme which includes the Student Charter and information about the Learner Representative System.

Learner Representatives are elected by their cohort and undergo representative training, see Section 12. Learners are key stakeholders whose views are canvassed, and they have opportunity to influence policy.

The Student Charter is consistent with Holmes' mission and values. As HID grows learners will be given the opportunity to influence the further development of the Charter. The charter highlights HIDs responsibility to ensure that learners are represented at all levels of governance and have the opportunity to meaningfully contribute to the enhancement of the institute and the learner's responsibility to take those opportunities to participate in institute governance and provide feedback on all aspects of student life to the institute. Refer to Section 19.2.3.

Section 5: Programme Development Strategy

5.1 Initial Programme Delivery

Bachelor of Arts (Honours) in Business developed by HID was validated by QQI in 2021. Once this programme is operating HID will develop further bachelor's degree programmes and apply to QQI for an extension of scope to develop and deliver master's degree programmes.

The introduction of new programmes will take place in an orderly fashion over a period of years, with each programme being validated, marketed, delivered and expanded before the introduction of the next programme.

5.2 Benchmarking

As part of the development of a strategy for HID, research and benchmarking is being undertaking on higher education programmes available in Ireland. An extensive benchmarking exercise was submitted as part of the validation for the Bachelor of Arts (Honours) in Business. Benchmarking will continue on programmes and key performance indicators such as data produced by the HEA (Higher Education Authority).

5.3 Programme Differentiation

HID plans to make its programme attractive to potential Irish and international learners by designing its programme to meet the needs of future learners by focussing on developing business skills for the digital age. An important aspect of developing these skills is to incorporate and utilise contemporary information technology systems in learning to reinforce theoretical concepts. For example, many of the leading corporations around the world have implemented information systems such as SAP to support their core business processes including financial management, supply chain management, customer relationship management and the supporting business analytics. An Industry Advisory Board will be established as soon as operations commence.

HID is one of the few Irish higher education providers to join the SAP University Alliance. The SAP University Alliance is a global programme with more than 2,650 member institutions in over 90 countries that aims to shape the future of higher education. The programme exposes learners and faculty to the latest SAP technologies and enables universities and vocational schools to integrate SAP software into their teaching by

collaborating to build technology skills. There is an estimated shortfall of 60,000 SAP skilled roles globally.

5.5 Teaching and Learning

HID is committed to provide the highest quality education that enables and empowers its learners to seek self-improvement, irrespective of nationality, gender or belief. HID fosters in its learners, rational thought, intellectual integrity and social responsibility. Following HID's philosophical and pedagogical approach to *inspire, achieve and engage*, HID will devise a Teaching and Learning Strategy that encapsulates HID's commitment to quality improvement in Teaching and Learning.

Each programme will have a Teaching and Learning Plan which provides a framework that operationalises HID's commitment along the six principles. These principles are translated into goals that are measured with defined KPIs and compared to relevant benchmarks in the sector. The management and monitoring of the plan occurs through the various HID's governance structures with the Academic Board holding ultimate responsibility.

Table 5.1 – HID Six Principles and Goals

Principle	Goal
Graduate Success	Produce work-ready graduates who are imbued with the attributes set out in HIDs' Graduate Attributes .
Education Quality	Strive for the highest standard of face-to-face and delivery options utilising new approaches and technologies to support learning.
Programme Relevance	Design and implement programmes that are industry aligned through evidence-based benchmarking and incorporating teaching, learning and assessment best practices.
Student Satisfaction	Inform student care, teaching, assessment, and module design through effective learner feedback mechanisms.
Student Success	Develop evidence-based processes to improve learner progress and attrition key performance indicators.
Teaching Quality	Develop an environment where staff are engaged, capable and

| | accountable in the delivery of contemporary discipline-based education. |

The principle of graduate success is encapsulated in ensuring that HIDs' graduates are equipped with the knowledge and skills required for them to be active, successful participants of the workforce. HID has identified the knowledge and skills in six defined graduate attributes as follows:

Table5.2 HID Graduate Attributes

Attribute	Descriptor
Communication	Using speaking, listening, reading, writing, numeracy and IT related skills to communicate effectively in a variety of contexts, including digital settings
International Perspective	Awareness of and respect for the social, biological, cultural and economic interdependence of life in a global perspective. Demonstrating a global perspective and inter-cultural competence in professional life
Knowledge and Lifelong Learning	Attaining in-depth theoretical and practical knowledge in a field of choice with the work-ready skills to apply that knowledge in a variety of settings. An appreciation of the on-going role of learning as a factor in personal and social growth
Critical and Creative Thinking	Effective problem-solving skills with the capacity to think logically and critically about a range of issues and problems
Social Responsibility and Community Engagement	A capacity to relate to and collaborate with others to exchange views and ideas and to achieve desired outcomes through teamwork, negotiation and conflict resolution in the context of social responsibility and community engagement. Acting ethically with integrity and social responsibility is part of this attribute
Cooperation and Teamwork	An understanding of collaboration, cooperation and teamwork within agreed frameworks. This includes skills in inter-generational and inter-racial tolerance, mutual respect and resolving conflict to achieve productive outcomes

Supplementing HID's Teaching and Learning Strategy, the following guidelines shape how HID approaches its teaching and learning activities:

- teaching and learning are participatory processes, as a result HID staff and learners are routinely engaged in discussions about how to improve HID services and programmes.
- learner support is available, personalised to individual and learner cohort needs and is informed by stakeholder feedback and institutional research on resource use.
- curriculum reflects contemporary discipline-specific knowledge, delivery integrates effective pedagogical practices and takes into account professional standards and expectations.
- systematic review and revision of programme structure, content and delivery is undertaken to ensure HID's programmes are fit for purpose.
- individual learners have different backgrounds including different levels of education and experience, as such, HID promotes flexible learning pathways that include recognition of prior learning and exit points within programmes that facilitate flexible learning pathways for learners.
- formative and summative assessments are used to engage learners in active learning while timely assessment feedback enables learners to improve and succeed in their studies through reflective practice.
- staff are adequately qualified for the duties they are expected to perform,
- faculty are encouraged to critically reflect on their teaching practice and engage in pedagogical scholarship as well as their discipline areas in a bid to enhance the HID learner experience and learner performance outcomes.

Section 6: Marketing

The Marketing and Recruitment function report directly, and are responsible, to the CEO. Admission criteria are established at programme design and validation. All admissions decisions are the responsibility of the Dean, Academic and the admissions process is the responsibility of the Registrar. Refer to Section 9.

HID complies with Section 67 of the 2012 Qualifications and Quality Assurance (Education and Training) Act regarding the obligation on providers to furnish information to enrolled learners. All marketing material will state if the programme leads to an award and clearly note:

- the awarding body making the award.
- the title of the award; and
- whether the award is recognised within the National Framework of Qualifications, the award type, NFQ level and ECTs credits.

This policy has been informed by the Code of Practice for Provision of Programmes of Education and Training to International Learners July 2015 - Section 3.2.1 Marketing.

6.1   Policy on Marketing Material

This policy applies to all HID marketing and promotional material including the website and other media used nationally and internationally. Refer also to Section 9.2 Provision of Information to Prospective Learners.

The Marketing Manager is responsible for ensuring all marketing has been approved and properly distributed to agents with directions for use.

Marketing material used to promote HID programmes is current, accurate and provides unambiguous information, clearly expressed that enables students to make informed choices when selecting a programme of study.

Marketing material in respect of validated programmes is subject to approval of the Registrar and complies with the London Statement, "Statement of Principles for the Ethical Recruitment of International Students by Education Agents and Consultants[2]", see Appendix 6.1.

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[2] https://www.britishcouncil.org/sites/default/files/london_statement.pdf

Marketing material provided to and by agents is current, accurate and provides unambiguous information, clearly expressed that enables international students to make informed choices when selecting which agent or consultant to employ.

The Marketing Manager is also responsible for reviewing third-party material and ensuring it is current, accurate, accessible and complies with the policy on Provision of Information to Prospective Learners, Section 9.2.

6.2   Programme Marketing Plans

A comprehensive marketing plan is included with each programme proposal.

Holmes Education Group Marketing has determined that Dublin and Ireland hold unique opportunities for the development of both domestic and international learners. Holmes overarching strategy will be programme differentiation. This will be achieved through a focus on 5 core marketing objectives.

6.2.1 Key Marketing Objectives

1. Ensure HID maintains strong and diverse learner recruitment
2. Create and Build Awareness of the HID offer
3. Build learner enrolment as per the targets
4. Position Holmes Institute as an Irish Higher Education provider
5. Generate 85% completion rate for learners at HID

Holmes market research has determined that:

- Ireland has a growing population of its people seeking third level education.
- The Irish domestic market is proportionately the largest in the EU; Ireland sends more school leavers to third level education than any other EU country.
- Ireland's economy has changed. considerably in recent years, including rapid growth in high-tech industries
- Since Brexit Ireland is the sole English-speaking country in the European Union.
- There is a growing awareness internationally that Ireland is an attractive destination for international learners, both within and outside of the European Union.
- International learner numbers in Ireland, pre-Covid had already experienced considerable growth.
- The Irish government is promoting Ireland as a destination for international learners.

Section 7: New Programme Development and Validation

7.1 Overview

HID takes an active approach in developing new programmes and allowing established programmes to evolve and develop. It is the responsibility of the Academic Management Committee and the Academic Board to expand the programme offering in HID in line with the strategic plan for the Institute.

The policies and procedures outlined below apply to staff and HID appointed external assessors involved in the approval and validation of new programmes. These procedures and guidelines also apply to any significant changes to existing programmes. The purpose of these procedures and guidelines is to:

1. Establish that there is a demonstrable need of the programme
2. Ensure that the proposed programme addresses the QQI Validation Criteria[3]
3. Ensure the proposed programme is consistent with HID's Strategic Plan.
4. Contributes to achieving the Institute's aims and objectives.
5. Offers valuable educational experience to learners.
6. Be consistent with the Institute's resource planning.
7. Take cognisance of the National Framework of Qualifications and implement the procedures of the QQI in relation to access, transfer and progression and quality assurance.

7.2 Programme Proposal

An individual staff member, academic committee, senior management or any other stakeholder of the Institute, may propose a new programme.

The proposal will be passed to the Dean, Academic who will prepare and present a Programme Proposal for the new programme to the Academic Management Committee (AMC) for evaluation. In evaluating a Programme Proposal, the AMC should be informed by the following matters:

- Rationale for the programme
- Alignment with HID strategy and scope.
- Programme credit and Level on NFQ if applicable
- Programme aims and objectives

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[3] Policies and Criteria for the Validation of Programmes of Education and Training -QQI 2016

- Outline of the Programme
- Financial implications for the institute
- Programme viability
- Market research
- Benchmarking against other providers of similar programmes.

If the programme proposal is approved by the AMC it goes to the Academic Board with recommendations for final approval.

If the Academic Board approves the programme proposal, then it will form a "Programme Development Committee", the membership of which will include at least the following members:

- The relevant Academic Programme Director
- The Dean, Academic
- Subject matter experts as appropriate

7.2.2 Programme Design

Once approved by the Academic Board and Board of Directors, the proposal will move to the Programme Design Stage.

The Programme Development Committee will prepare a fully comprehensive Programme Design Document. The Programme Document will outline the following in line with current Institute policies and procedures as far as is practicable and be structured under the following broad headings and using the QQI Validation Template[4]:

- Programme
- Rationale for the Programme
- Aims and Objectives
- Programme Learning Outcomes
- Entry requirements
- Arrangements for access, transfer and progression including Recognition of Prior Learning (RPL)
- Curriculum structure
- Indicative syllabus
- Module descriptors

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[4] https://www.qqi.ie/what-we-do/quality-assurance-of-education-and-training/validating-qqi-award-programmes/i-want-to

- Curriculum hours, which will detail the guided learning hours, expected self-directed learning and will ensure that they are appropriate for the programme's level of learning and consistent the current ECTS Users' Guide
- Assessment strategy
- Teaching methodology / delivery modes
- Indicative texts
- Relationship to other programmes being provided
- Resources required i.e. lecturing staff, support staff, library facilities, IT facilities and accommodation
- Proposed Programme Schedule
- Self-Assessment against the QQI Validation Criteria

7.2.3 External Programme Advisory Committee

The Programme Development Committee will convene an External Programme Advisory Committee made up of external experts in the relevant field of study, including an experienced external examiner. The External Programme Advisory Committee will examine the proposal and will submit a report on its findings to the Programme Development Committee in terms of:

- demand for programme
- target learner profile
- assessment against the validation criteria
- capacity and resource plan

When the Programme Development Committee and the External Programme Advisory Committee are satisfied that the programme meets all requirements, the programme design document will be returned to the Academic Management Committee and the Academic Board for final approval.

7.2.4 Validation

Once final internal approval has been achieved, the Application for Programme Validation will be submitted to QQI for validation.

No offers of places will be made for a programme and no marketing of the programme will take place without the approval of QQI. Where QQI validation has been granted, the programme will be included in the Institute prospectus and on the Institute website. Preparation of the Institute's Prospectus is a matter for the Marketing Team in

consultation with the Senior Management Group and the Board of Directors. Management ensures that the prospectus:

- Only includes programme which have been approved by the Academic Board
- Gives an accurate description of each programme on offer considering that it represents the offer part of a potential contract
- Contains entry conditions as determined at validation.

The programme is monitored over the period of validation which is normally for five years. Then the programme msy be submitted for re-validation.

Programme revalidation is a separate validation process by which an existing programme leading to a QQI award is put forward for revalidation when the existing validation interval concludes. It consists of two phases:

- Programme Review
- Programme Revalidation

See section 8.

Section 8: Ongoing Programme Monitoring

8.1 Introduction

HID has quality assurance systems in place to continuously monitor its programmes to:

- ensure that the programme remains appropriate, and to create a supportive and effective learning environment,
- ensure that the programme achieves the objectives set for it and responds to the needs of learners and the changing needs of society,
- review the learner workload,
- review learner progression and completion rates,
- review the effectiveness of procedures for the assessment of learners,
- inform updates of programme content; delivery modes; teaching and learning methods; learning supports and resources; and information provided to learners,
- update third party, industry or other stakeholders relevant to the programme(s),
- review quality assurance arrangements that are specific to that programme.

In addition to internal monitoring and Review HID submit an Annual Quality Report (AQR) to QQI[5].

All accredited programmes will be subject to a QQI led external revalidation process every five years, or whenever the existing validation interval concludes.

Programme revalidation is undertaken under the QQI process and consists of two stages:

1. **Programme review** –HID evaluates the programme with the benefit of the experience of programme delivery, incorporating feedback from stakeholders such as staff, learners and employers. Information regarding the programme is analysed and the programme is adapted/amended to ensure it is up to date.
2. **Programme revalidation** - An independent panel agreed with QQI considers the programme review undertaken by the provider, evaluates the updated programme proposed by the provider and recommends whether the programme should be revalidated or not.

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[5] https://www.qqi.ie/what-we-do/quality-assurance-of-education-and-training/quality-monitoring-and-review

8.2 Monitoring and Review

Programmes are monitored and reviewed by their respective Academic Programme Director and the Dean, Academic annually to ensure:

- That quality standards are being maintained and that the programme remains relevant in terms of evolving knowledge, knowhow & skills and competence
- That learning outcomes are being met.

This review process includes feedback from a range of stakeholders including the learner, the External Examiner and the programme lecturers. Programme review is the responsibility of the Academic Programme Director in the first instance reporting to the Dean, Academic. Module review is the responsibility of the respective lecturers through the relevant Programme Board. The responsibilities of the lecturers are reviewed annually to ensure that each module or subject is assigned to relevant and competent staff.

8.3 Programme Board

The Programme Board (PB) is an important mechanism for programme monitoring and review, providing regular ongoing systematic monitoring of programme quality by those most closely involved in the delivery of the programme including academic staff and learners. The proceedings are minuted. The PB sits three times per year and includes all internal stakeholders.

Membership of the Board:

- Dean, Academic
- Registrar
- Academic Programme Director (Chair)
- Learner Representatives (at least one per stage)
- Lecturers
- Programme Administration Manager
- Student Services Officer
- Librarian

The terms of reference can be found in the HID Governance Charter. The Board follows a set agenda across the academic year and receives and discuss the reports below. The minutes of the Board inform the annual Programme Monitoring Report.

- Programme admissions data – this should come from an approved Admissions Report and include data on all access and transfer and Recognition of Prior Learning (RPL)

- Module data:

  o Registered learners, for the purposes of reconciling data

  o Pass rates and statistics

  o Attendance data per module

  o Submission Data (continuous assessment)

  o Completion rates

- Programme Data (per stage):

  o Registered learners

  o Withdrawals/deferrals

  o Stage pass rate

  o Stage completion

  o Retention (progression from stage to stage within programme)

  o Award Statistics

- Learner Feedback:

  o Summary of Questionnaires

  o Minutes of Class Representative Meetings

- Lecturers' Feedback:

  o Module Review and Development Plans

- Programme Review where applicable:

  o Recommendations for improvements

  o Changes to Modules

- Library resources:

  o Currency of Module Reading lists

- Learning, Teaching

  o Initiatives in teaching and learning, including National Forum activity

- o   Review effectiveness of teaching and learning strategies

- o   Review current assessment strategies

- o   Learning Resources, including IT resources

- o   Assessment

- o   External Examiner Reports

- Graduate/Alumni:

    - o   First destination survey

    - o   Graduate success, awards etc.

- Review of Programme Action Plan

- Proposals for new programmes where applicable.

Data or reports relating to each agenda item are circulated and discussed at least at one of the three Programme Boards per academic year; reports are circulated in advance to ensure adequate opportunity for considered feedback by members of the Board.

8.3.1 Responsibility for Programme Monitoring Reports

- The Academic Programme Director ensures the data to be presented to the Programme Board is collated and presented to the PB.
- The PB meeting Agendas and Minutes are passed to the Dean, Academic and are received by the Teaching and Learning Committee and Academic Board.
- Academic Programme Director prepares the annual Programme Monitoring Report informed by the output of the PB.
- All verified data will be held by the Registrars' Office in line with data management policies and retention policy.

8.3.2 Annual Programme Monitoring Reports

The Annual Programme Monitoring Report is prepared by the Academic Programme Director following receipt of the External Examiners Annual Report in November annually. This report details all programme metrics including:

- Learner engagement
- Pass rates and retention
- Learner feed back
- External Examiners' reports

The report also included an action plan and is presented to the Programme Board and Academic Board. On receipt of the Programme Monitoring Report the Academic Programme Director and Programme Board reviews the recommendations and actions accordingly. Minor actions can be implemented in time for the new academic year while material changes e.g., the introduction of a new module or amendment of an assessment procedure requires the approval of the relevant external accreditation bodies.

8.4 Programme Review Procedures

8.4.1 Introduction

HID monitors educational activity comprehensively over the lifetime of a programme and puts forward proposals and plans for future developments through the Programme Evaluation process. The Programme Evaluation is a self-monitoring quality-assurance activity carried out by a Peer Review Group and in preparation for revalidation in consultation with QQI. The review process includes production of documentation by HID and a formal evaluation, typically by an external review panel.

8.4.2 Scope and Membership of the Peer Review Group

The Programme Evaluation is not limited to the purely academic activities of the Institute but also encompasses an evaluation of the other activities of the Institute, within the wider sphere of education, business and the community.

A Peer Review Group (PRG) will carry out the Programme Evaluation. The Institute appoints the PRG and its members will typically comprise of:

- Relevant expertise from applicable Higher Education Institutions in Ireland and or from overseas
- Members of the business community and or relevant professional bodies
- A graduate of HID
- A Learner Representative

8.4.3 Purpose of the Programme Evaluation

The goals of Programme Evaluation are to:

- Improve the quality of the programmes.
- Ensure programmes remain current and continue to offer a valuable educational experience to the learner.
- Ensure that both academic and personal needs of the learner are satisfied.

- Takes cognisance of the National Framework of Qualifications and implements the procedures of the QQI in relation to access, transfer and progression.
- Comply with all the requirements of external accreditation bodies.

8.4.4 Programme Evaluation

The Programme Evaluation comprises of:

- A self-evaluation of all programmes run within the period
- A plan for the subsequent five years
- Revised programme documentation

It entails that the PRG is considering the evidence of the self-evaluation and conducting their own assessment of the revised programme documentation and five-year plan.

In reviewing a programme, the focus is on the effectiveness of the programme in meeting its stated aims and on the success of the learner in reaching the intended learning outcomes. The accumulation of the data from the annual monitoring process is fundamental to the self-evaluation.

8.4.5 Aims of Programme Evaluation

The Programme Evaluation consists of:

- A review of the continuing validity of a programme's aims and the associated learning outcomes.
- Mainly an evaluation of quality and flexibility of response to changing needs.
- A review of the development of a programme over the previous five years, with regard to the achievement and improvement of educational quality

Proposed new Programmes are not evaluated through the programme evaluation mechanism but are assessed separately in accordance with HID's internal procedures for the design and validation of new programmes.

The Objectives of Programme Evaluation are:

- To analyse the effectiveness and the efficiency of each of the programmes approved
- To review the development of the programme having regard to the views of education interests, employers, professional bodies
- To evaluate the physical facilities provided by the Institute for the provision of the Programme.

- To review the Institute's research activities and projections in the area of study under review
- To evaluate the Institute's projections and plan for the succeeding five years in specific areas
- To detail how the deficiencies in the programme will be addressed in the proposed revisions to the programme.
- To develop a revised programme document that takes cognisance of the views of the relevant stakeholders.

8.4.6 The Peer Review Group (PRG)

At least two weeks in advance of a meeting of the Peer Review Group with the staff of the Institute, the Registrar will send each member of the PRG a copy of the self-evaluation report and the accompanying documentation for their consideration. The PRG will examine the self-evaluation report in the context of a detailed agenda agreed with the Institute prior to meeting.

Following the meeting, the PRG will compile an agreed interim report and will forward it to the Dean, Academic. The recommendations will be split into matters for consideration at programme level and matters for consideration at Institute level. The Dean, Academic will bring the interim report of the PRG to the notice of the members of staff.

The Dean, Academic in conjunction with the relevant Programme Committee(s) will address the PRG's recommendations on programme issues. The Academic Management Committee and Academic Board will consider any recommendations from the PRG that have Institute-wide implications. Responses to the interim report from the PRG will be brought to the attention of the Board of Directors.

The Dean, Academic will liaise with the PRG on behalf of the Academic Board, to ensure that the issues raised by the group have been addressed. The Dean, Academic will forward the Institute's responses to the PRG. A final report will be prepared by the PRG taking due account of the responses of the Dean, Academic, the Academic Board and the academic staff.

Where the Academic Board recommends approval, the revised submission will include the self-evaluation report, the interim report of the PRG, the Institute's responses, and the final report of the PRG.

The revised submission will be put on the agenda of the Board of Directors for approval. The Dean, Academic will bring any relevant matters to the attention of the Board such as requirements of professional bodies where relevant, information on resources, etc.

The Registrar will submit the final agreed report to relevant external accreditation bodies as approved by the Board of Directors.

The Registrar will maintain a file on each Programme Review. Following approval by the relevant external accreditation bodies, s/he will prepare a submission for final Board approval to implement the agreed changes.

The Dean, Academic and Registrar will review adherence to conditions of approval until the first cohort of learners have completed the amended programmes.

Section 9: Access, Transfer and Progression

HID policies for Access, Transfer and Progression are consistent with the Qualifications and Quality Assurance (Education and Training) Act 2012 – Section 56. These policies are informed:

- 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
- Code of Practice for Provision of Programmes of Higher Education to International Learners Section 5.2 – QQI 2023
- Lisbon Recognition Convention

9.1   Definitions

Access - the process by which learners may commence a programme of education and training having received recognition for knowledge, skill or competence required.

Transfer - 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 - the process by which learners may transfer from one programme of education and training to another programme.

9.2 Provision of Information to Prospective Learners

HID is committed to providing learners and prospective learners information relevant to studying at HID.

The following information is made available on HID's website, in programme flyers and marketing material:

- Campus information, such as location, facilities and access.
- Details of all fees and costs associated with studying including subsistence and accommodation costs.
- Refund Policy
- Programme commencement dates and duration.

- Programme entry requirements.
- Programme details including Awarding Body, Award Title, NQF level, credit volume, key learning outcomes, modes of delivery, and indicative content and structure.
- Employment opportunities and pathways available on completion of the chosen programme.
- Services provided including academic supports, accommodation support, welfare, career counselling, and personal counselling.
- Policies relating to study at HID including enrolment and admissions; transfer to another provider; academic progress; Recognition of Prior Learning (RPL) and credit transfer; appeals, complaints and disputes.
- In addition to the above, enrolled learners are provided with the following information on their learning management system, Blackboard:
  - Details of the programme structure
  - Module Outlines for subjects in which the learner is enrolled.
  - Information regarding delivery and assessment of the subjects being studied by the learner.
  - Timetabling arrangements.
  - 24-hour contact details.
  - Information about the Programme Managers, Lecturers and Tutors involved in their modules.
  - Information about the technical, administrative, welfare and academic services available to learners.
  - Assessment specifications and results of assessment.
  - Employment opportunities and pathways available on completion of the chosen programme.

9.3 Admission Requirements Policy and Procedures

The admissions policy is based on the principle that admission is focused on the outcome of the programme, that is, the achievement of the award by the learner. All applicants who can demonstrate that they have attained a basis for successful participation on a programme should be eligible to access that programme.

These policies are informed by:

- Policy and Criteria for Facilitating the Academic Recognition of Foreign Qualifications – QQI, Jun 2015.

- Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training – NQAI, 2005.

The specific admission requirements for each validated programme are agreed at validation. HID has stringent procedures in place to assess whether a learner's qualifications, experience and English language proficiency are appropriate to access a HE Programme at HID.

9.4 Programme Admissions Requirements

9.4.1 Minimum Entry Requirements for Level 8

The entry requirements for each programme are agreed at validation and reflected in the Programme Validation Document.   Minimum Entry Requirements for NFQ Level 8 programmes are normally:

Major Award Level	Leaving Certificate	QQI-FET
Level 8	Grade O6/H7 or better in 6 Irish Leaving Certificate subjects including English and Mathematics, two of which must be passed in higher level papers at Grade H5 or higher	Any QQI-FET (formerly FETAC) Level 5/6 award in a cognate discipline including a distinction grade in at least 3 components.

- Satisfactory completion of a level of achievement in Secondary Education in their country-of-origin equivalent in standing to the Irish Leaving Certificate with two subjects at H5 and four subjects at O6/H7, including Mathematics and English or another language or its equivalent
- Satisfactory completion of an approved Foundation Year Program offered by an accredited institution at level 5 (where attainment is equivalent to at least 2 H5 and 4 O6/H7) or at Level 6.

9.4.2 Minimum Entry Requirements for Level 9

Minimum Entry Requirements for NFQ Level 9 postgraduates programmes are normally: at least second-class honours in a cognate level 8 programme. What is deemed cognate is determined by programme and can be found in the Programme Handbook.

9.4.3　International Non-EU Applicants

Non-EU applicants are interviewed by a member of the Admissions Team, or a nominated HID representative to assess if they are a credible applicant. This interview may be conducted by video conferencing for internationally based students. Where an applicant is being assessed under the processes for RPL, the interview is conducted by the Academic Programme Director or a nominated academic.

9.4.3　Mature Applicants

Mature Applicants (as defined by CAO 2024) are applicants to undergraduate programmes who are at least 23 years of age on 1st January of the year of admission. Mature applicants and are not required to meet the normal academic entry levels.

Mature applicants are considered on the basis of their previous studies, formal, informal and non-formal, and relevant work and life experience. As a result, the academic requirements are different, with a greater emphasis on the personal statement and admissions interview.

Mature applicant status does not apply to post-graduate programmes.

9.4.4 English Requirements for Admission

Learners are required to have completed English in the Irish Leaving Certificate at a minimum level of O6/H7.

If English is not the learner's native language they must meet the English language requirements below:

- CEFRL B2+ as evidenced through a recognised English language test such as IELTS, PTE or TOEFL and taken within two years of application.
- Alternatively, applicants must have successfully completed at least 60 ECTS in a course at Leaving Certificate level or above with English as the Language of Instruction.

A table of recognised English language tests and scores equivalent to CEFRL B2+ can be found in Appendix 9.1.

9.6 Admission Procedures

The Dean, Academic is responsible for ensuring that the appropriate entry standards have been set and agreed at validation and the Registrar is responsible for overseeing the admissions process.

9.6.1 Processing Applications

- All EU applicants to full-time undergraduate programmes, who are under 23 years on January 1st of the year they are due to start the programme, and have not completed another third level programme, must apply through the CAO. Details can be found at www.cao.ie. Decisions on admissions to undergraduate courses are made by the College which instructs the CAO to make offers to successful candidates.

  Until HID is formally listed on the CAO applicant will be handled directly by the Admissions Team as for international learners.

- Non-Irish EU, International and Postgraduate applications for entry to HID must be completed on the prescribed HID form, submitted to HID by email or mail for assessment, and processing.

9.6.2 Initial Assessment

Assessments against entry requirements

Admissions staff will assess each application to ensure that the applicant meets the entry requirements for the programme and that there is verifiable documentary evidence in support of the application.

In cases where the applicant is presenting with qualifications not specified in the validated entry criteria, the assessment is overseen by the Dean, Academic and the Registrar. In the case of international qualifications see **Section 9.8.7.**

Checklist

- Admission staff review the application against the admissions checklist for the programme.
- Where an application is incomplete, admissions will follow up for further or better information with the applicant or their agent.
- If the applicant is under 18, the applicant's parent/guardian must sign the application form.
- If an application requires the Dean's approval, i.e., non-standard, this will be forwarded to the Dean, Academic or delegate for assessment.
- Where an application includes a request/ application for Recognition of Prior Learning (RPL), the appropriate RPL form will be forwarded to the Academic Programme Director for further assessment for a grant of credit or study exemptions.

9.6.3 Making an Offer

Letter of Offer

If a learner is deemed to meet HID's admission requirements, the prospective learner's details are entered into the Student Management System and an Unconditional Offer produced and forwarded to the learner and / or their agent. All documentation is scanned and saved on the network in a folder specific to the learner. Letters of Offer will differ, in form and content, between Irish, EU and international non-EU learners, but the general process will be the same for each.

Acceptance of Offer

Learners or their guardians (when under 18) must read and sign the Letter of Offer. By signing the Letter of Offer, the learner, or their guardian, confirms they have read and understood HID's terms and conditions of enrolment. A signed Letter of Offer forms the agreement between the learner and HID. The signed Letter of Offer must be received prior to payment being accepted.

9.7 Additional Entry Conditions

9.7.1 Domestic/ EU Learners

EU Learners do not need to apply for visas under the regulations of the European Higher Education Area (EHEA). Nor do EU learners require medical insurance cover in Ireland when in possession of the European Health Insurance Card (EHIC). The EHIC must be obtained in the learner's home country before arrival in Ireland.

9.7.2 International/ Non-EU Learners

Non-EU learners must meet the following requirements:

- Be a genuine applicant for temporary entry and stay in Ireland as a student.
- Agree to abide by visa conditions.
- Have sufficient funds to support themselves for the duration of their programme.
- Have medical insurance

At the time of enrolment, it is imperative that the learner provides original copies of their documentation for authentication to verify that the learner meets HID's Admission Requirements and the Additional Entry Conditions stated above*.*

Learners will be asked for documentation to prove or verify their:

- English proficiency.
- Prior academic achievements.

9.8 Recognition of Prior Learning

HID policies for Recognition of Prior Learning recognise all learning achievements and supports the development of alternative pathways to qualifications.

Recognition is a process by which prior learning is given a value, being formally identified, assessed and acknowledged. Making it possible for an individual to build on learning achieved and be formally rewarded for it. The term 'prior learning' is learning that has taken place, but not necessarily been assessed or measured, prior to entering a programme or seeking an award. Prior learning may have been acquired through formal, non-formal, or informal routes.

These policies are informed by the Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training – NQAI, 2005.

Lisbon Recognition Convention[6]

9.8.1 RPL Principles

- HID recognises awards and certified learning from recognised HE institutions in studies which are relevant to a learner's application.
- Formal learning from overseas institutions are assessed for level, credit volume and performance. Levels are determined using the National Academic Recognition Information Centre (NARIC) Ireland Guidelines.
- HID will recognise qualifications issued under the National Framework of Qualifications (NFQ) and Statements of Attainments issued by other Irish institutions as well as qualifications from institutions within the European Higher Education Area (EHEA);
- HID will seek to collaborate with other Higher Education institutions across the EHEA and develop European Credit Transfer and Accumulation System (ECTS) arrangements.
- No learner will be required to undertake a subject if they are able to demonstrate satisfactory achievement of the required learning outcome.
- To gain a grant of RPL there must be a substantial similarity between the learner's prior learning and the subject delivered at HID.
- HID may grant credit to learners who are able to demonstrate appropriate prior learning or experience in formal, informal and non-formal contexts, that is through NFQ study, work / life experience and other training respectively.

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[6] https://www.coe.int/en/web/higher-education-and-research/lisbon-recognition-convention

- RPL is awarded for an entire module. No partial RPL will be awarded.

- HID will match any written offer of credit transfer from an Irish public university.

- Credit may be awarded for studies undertaken in overseas institutions, however credit may be limited because the focus of HID's programmes will be thorough grounding in contemporary Irish business practices and issues.

9.8.2 When and how to apply for RPL

- A learner may apply for RPL in a programme HID based on:
  - A qualification received under the NFQ, or
  - Other, relevant non-award study completed whether on the NFQ or not, or
  - Recognised Prior Learning which may be experience gained in relevant fields as opposed to directly comparable study in an Irish or international institution.

- RPL forms are available from the HID website, together with information about HID RPL standards.

- Completed RPL forms must be submitted to HID for assessment before the learner's commencement to study and must be sent with the required information, such as copies of qualifications, Statements of Attainment or Results, or detailed records of relevant employment or training experience.

- Where a learner is relying on non-formal and informal prior learning, they may be required to provide a portfolio of evidence that will be verified and assessed.

- In normal circumstances, no charge is made for RPL if the learner is enrolling in a programme at HID. If the RPL requires extensive skills testing rather than assessing of evidence provided, a charge will be made based on the time an assessor will be required for the assessment. A fee for service will be agreed with the learner prior to commencing the RPL.

  Forms include:

  F9.2 Application for Module or Stage Exemptions (RPL)

9.8.3 RPL Evaluation Guidelines

- On receipt of the application form and relevant documentation from the applicant, the application will be evaluated against the learning requirements / outcomes for the particular modules.

- In making an evaluation, the following must be considered:
  - Relevance and nature of evidence provided by the applicant e.g., module outlines and syllabus,
  - Scope of subject matter covered by the evidence.

- o   Whether the evidence is sufficient to enable a judgement of competence to be made concerning the unit, considering the required knowledge and skills and the minimum intended module learning outcomes in the relevant HID modules.

- All original documents such as certificates, workplace reports, etc. should be copied after being sighted by the assessor and then the copy signed with a date, signature, printed name of the assessor. Original documents should be returned to the applicant.

9.8.4   Policy on Partial RPL

Where an applicant has partial RPL for a stage and is required to study full time, for example an international student on a student visa, HID will facilitate the learner to take 30 ECTS on a full-time basis in one semester subject to the following conditions:

- The modules required make up 30 ECTS exactly.
- The timetable allows learners take the required modules from more than one semester at the same time.
- The learner then takes a semester break after they have achieved 30 ECTS at HID. That is, they stay with the cohort they first joined, this is to ensure they do not exceed 60 ECTS in a calendar year.
- Partial RPL does not apply to an award stage.
- The student will be required to pay 50% of the tuition fee for the full academic year

9.8.5 RPL Evaluation Process and Outcomes

- A senior academic, appointed by the Admissions Committee, usually the Programme Leader of the subject area being assessed, will undertake the evaluation of the RPL application and evidence.
- Trained administrative staff can make an RPL evaluation where there is a precedent recorded by the Admissions committee. Care should however be taken in granting credit to learners where the programme has professional accreditation as a grant of RPL may jeopardise the learner's professional registration eligibility.
- Where HID grants a learner RPL, the learner will be notified of the outcome. The duration in which the learner is expected to complete the programme will also reflect the consequent reduction in study time. The applicant's record will be updated and the RPL award noted, 'Exemption Granted', against relevant modules in the Student Management System.
- Where an RPL application is rejected, the learner will also be notified of the outcome, including the reasons for the decision.

- All RPL applications will be responded to in writing within 10 working days of the completion of the assessment.
- In all cases, a copy of the RPL documentation and outcome will be kept in the learner's file.

9.8.6 Appealing an RPL decision

- Where RPL is not granted and the applicant disagrees with the outcome, the applicant is encouraged to attempt to resolve the matter informally through correspondence with the Academic Programme Director.
- Where the outcome remains unresolved following an informal discussion, the applicant may appeal the decision by accessing HID's Appeals Procedures, refer to Section 11.
- An appeal must be lodged in writing no later than 10 working days from notification of the outcome of the application.

9.8.7 RPL in Postgraduate Programmes

Learners who have completed a relevant postgraduate award at a recognised Irish tertiary institution, with a major in a subject area that equates to a core module in the relevant HID programme, may be eligible to apply for credit transfer. Ordinarily, no credit will be granted for undergraduate subjects into a Masters' degree.

To enable learner mobility to transfer in the European Higher Education Area (EHEA), HID will seek to collaborate with other Higher Education institutions across the EHEA and have European Credit Transfer and Accumulation System (ECTS) arrangements available once appropriate Learning Arrangements have been put in place.

9.8.8   Recognition of International Qualifications

HID has adopted the principles of the Lisbon Recognition Convention[7] and follows the guidance as laid out in the convention and subsidiary texts when assessing the academic qualifications presented by learners for admissions. HID is also informed by the Global Convention on Higher Education 2019[8].

Qualifications recognition and admissions decisions; have an ethical underpinning, are equitable and build and sustain mutual trust with partner countries.

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[7] https://www.coe.int/en/web/higher-education-and-research/lisbon-recognition-convention

[8] https://www.unesco.org/en/legal-affairs/global-convention-recognition-qualifications-concerning-higher-education?hub=70286

HID assesses international qualifications for the purposes of recognition for access, transfer or progression. International qualifications are recognised at the equivalent level. Performance within that level is determined if it equates to the specified entry criteria, the qualification is recognised as equivalent unless a substantial difference is evidenced.

Qualifications from EU and EFTA countries are informed by "Entry requirements criteria for EU/EFTA/UK Applicants" - 2024[9]

Non-EU Qualifications are assessed by the Dean and recorded in Equivalent Academic Entry Criteria – HID 2024.

The process involves:

1. Determination of level equivalence of the award with the support of NARIC Ireland[10] and of NUFFIC[11]
2. Credit Volume and/or duration is determined as appropriate.
3. Determining if the performance at the level is equivalent to the entry criteria for the relevant programme.

This exercise is reinforced with benchmarking with other Irish HEI's.

9.9 Access & Equity Policy and Procedures

These policies are informed by the National Plan for Equity of Access to Higher Education 2015-2021

- HID will adhere to the principles and practices of equity in education and training.
- Training and employment opportunities are available to all people regardless of ethnicity, gender, age, marital status, and sexual orientation, physical or intellectual impairment.
- Sexual harassment is illegal, and will not be permitted in the workplace, or in the learning environment.
- HID will treat every applicant fairly and without discrimination.
- Complaints and Grievances policies and procedures are in place to ensure that any concerns are dealt with immediately and appropriately.

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[9]https://www2.cao.ie/downloads/documents/2024/Guidelines-EU-EFTA-UK-2024.pdf

[10] https://qsearch.qqi.ie/WebPart/Search?searchtype=recognitions

[11] https://www.nuffic.nl/en/subjects/diploma/education-systems

- A range of support services is available to participants with special needs.

9.9.1 Staff responsibilities

All HID staff are required to ensure they deliver fair and equitable services within their scope of responsibility. All staff are responsible for maintaining a work and study environment free from discrimination and harassment.

9.9.2 Access and Equity in learner selection

Prospective learners will not be denied access to education services offered by HID where they are deemed eligible subject to availability of places. Prospective learners will be individually assessed on their admission eligibility and selection will comply with relevant equal opportunity legislation and with pre-defined entry requirements.

While practising an open access policy, access to HID services may be influenced by:
- Government funding/contract requirements
- Programme pre-requisites, and
- Availability of services.

9.9.3 Cultural Diversity Policy

HID's Objective: Valuing Cultural Diversity
- HID is part of a global network of education providers that attracts learners and staff from around the world. HID's institutional profile is characterised by:
  - A community of learners and staff who are culturally diverse, culturally competent and internationally mobile.
  - Its location in Ireland – a country in which English is the principal language – and its situation within Europe.
  - Teaching programmes that are of high quality, innovative and global in perspective and relevance.
- The diversity of the HID learner and staff population is an asset in the maintenance of excellence in teaching, administration and in the enrichment of daily life.
- Culturally inclusive behaviour and activities ensure cultural differences are heard and explored and nurtured.
- HID values cultural diversity among individuals and groups, and acknowledges that cultural diversity encompasses difference based on:
  - Race, ethnicity, language, religion, value and belief systems, disability, class, sexuality, gender, age, educational background

- HID does not tolerate discrimination based on cultural diversity and HID is committed to providing an environment where people are treated with respect and are supported in realising their full potential.
- HID is committed to social harmony and cohesion. It supports all learners and staff as they achieve a deeper appreciation of their own cultures, as well as greater cross-cultural understanding.

Services

- HID is committed to the provision of appropriate support services to realise the potential of staff and learners.
- The design and delivery of support services are to be informed by, and responsive to, the needs of a diverse Institute community.

Teaching and Learning

- HID values and supports the enrichment of teaching and learning which flows from the culturally diverse community of learners and staff.
- HID provides a teaching and learning environment that values cultural diversity, fosters mutual respect and is responsive to diverse needs.
- HID acknowledges the diversity of educational experiences and expectations of learners and is committed to providing a teaching and learning environment that enables all learners to reach their potential.
- Within the teaching and learning process, academic integrity and freedom must be upheld while respecting cultural differences.

Internationalisation

- HID seeks to create an intellectual environment and culture in which all its learners may become global in outlook, values and understanding, and ready to embrace cultural diversity as positive, enriching and rewarding.
- Consistent with the Code of Practice for Provision of Programmes of Education and Training to International Learners, HID is committed to providing support services that are culturally appropriate and effectively meet the needs of international learners and staff.

Our Commitment

To realise these aims HID will:

- Provide effective institutional arrangements and processes for affirming and promoting the value of cultural diversity.

- Formulate an implementation plan consistent with the Cultural Diversity Policy and establish clear accountability for its implementation.

- Encourage and facilitate the attainment of cultural awareness by all Institute learners and staff, whether through formal training or other effective means, to embrace values, attitudes and practices.

- Embed the appreciation of cultural diversity in teaching, learning and research activities.

- Create significant opportunities for learners and staff to study and work in a range of cultural settings.

- Promote an appreciation of the opportunities for cross-cultural exchange, networking and academic enrichment between all learners and staff in the internationalisation of HID.

- Provide appropriate support structures for all learners, including those required to meet international learners' particular learning and settlement needs.

- Develop and disseminate support service information in a format, which is coherent, easily accessible and appropriate to the needs of the whole Institute community.

9.10 Deferral and Suspension of Studies

Learner requests for a deferral of registration must be made prior to registration. The request is reviewed by the Admissions Manager and the Academic Programme Director. HID will endeavour to facilitate applications for deferral to accommodate learners wherever possible.

9.10.1 Deferral Applications

All deferral and suspension of studies applications are to be made in writing, addressed to the Registrar's Office. Where the application is made for medical reasons, a supporting letter should accompany the application from their doctor. The Registrar will reply in writing to the applicant within 7 working days of receipt of an application for deferral, stating whether such application has been accepted or not.

Except under extenuating circumstances, all applications for deferral should be made before the commencement of the programme applied for. Where such applications are made subsequent to the commencement of a programme, application for suspension of studies will be considered.

Where a deferral is granted it will have an expiry date determined by the Registrar and taking into account the currency of the candidates qualifications and the accreditation status of the programme.

9.10.2 Suspension of Studies

An application for suspension of studies can be made at any stage during the academic year, before the end of the final semester of studies. All applications will need to be supported by strong evidence that the learner cannot continue their studies that semester. All application will be considered by the Registrars' Office. The Institute reserves the right to refuse an application should the supporting evidence not be sufficient. If the application is successful, the learner must make arrangements for payment of the remainder of their programme fees before a successful application is granted. The applicant may return to their studies the following semester at the point at which they left. Arrangements can be made for their earlier return should additional supports be required for their return to education.

In granting a deferral or suspension of studies, the Institute may charge a fee as outlined in the terms and conditions on the HID website. Learners are encouraged to enquire with administration as to this fee before considering submitting an application.

See also Section 14.2.3.

9.10.3 Widening Access to Education

HID endeavours to widen access to study for people traditionally under-represented in third-level education, through admission policies as well as modes and means of study.

This aim and its objectives are achieved through the following strategies:

- Developing and implementing policies and practices designed to increase the flexibility of admission criteria.
- Endeavouring to make programmes of study accessible to all learners, in terms of when, where and how programmes are offered, through flexible, modular programme structures supported by electronic learning applications.
- Recognising all forms of structured prior learning and incorporating it into existing programmes at all levels [National Framework of Qualifications]
- Evaluating relevant work experience supported by a portfolio of work and incorporating it into existing programmes at all levels [National Framework of Qualifications]
- Evaluating a professional portfolio of work and developing the learners' skills to communicate their experiences through visual communication

- Maintaining the Institute's RPL [Recognised Prior Learning] policies and reviewing them regularly to accommodate developments in national regulations
- Encouraging, without prejudice, any person willing to commit to education, to develop a varied and wide portfolio of work, and elaborate skill set allowing them to further develop in Higher Education

9.11 Transfer and Progression

HID follows the requirements set out in QQI's Policy on the promotion of access, transfer and progression. To this end, HID programmes are designed to accommodate entry and onwards pathways within the National Framework of Qualifications (NFQ).

9.11.1 The transfer process

Transfer or advanced entry into or between programmes in HID will be judged on a case-by-case basis, taking into account the knowledge, skill and competence required for successful participation in the destination programme and any specified advanced entry requirements documented as part of the validation of the programme. Internal programme transfers are only permitted during the first weeks of the programme and when the student wishes to change academic discipline or switch mode of study between full time and part time, where applicable. Late transfer requests are not normally considered. This is to reduce the potential for failure and allow for a natural transfer opportunity. In exceptional cases where a late transfer is approved by the Institute this would normally take place at a future point where a natural transfer opportunity arises i.e. end of stage. Backwards or downwards transfers are not permitted except where there is a change of discipline.

Learners 'transferring in' will be informed that any module for which they are granted an exemption will not be awarded credit or awarded a grade. This may have an impact on the award classification. Refer to Section 10.7.4.

Transfer from a HID programme to an alternative institution will be facilitated though the provision of transcripts of results. Academic guidance will also be offered to assist the learner in making an informed decision.

9.11.2 Progression

In order to progress to the subsequent stage of a programme a learner must achieve an overall pass standard across the stage, normally 40%. Progression to another programme of education and training is generally on the basis of successful completion of a stage or an award, as determined by the receiving programme or institution. HID will facilitate any

progression applications to other institutions through the provision of transcripts and references as may be required.

Progression following graduation to higher level awards in HID, elsewhere in Ireland or abroad will be further facilitated by providing the learner with the European Diploma Supplement.

Retention, progression and achievement statistics are monitored each year, as part of the annual programme monitoring process, and the data is used by the Senior Management Group to inform decision-making in respect of programmes, staffing, resources, teaching, learning, assessment and admissions practices.

9.11.3 Preparing Learners for Employment

HID aims to equip its graduates with the knowledge, competence and skills that will enable them to embark upon a stimulating and successful career through attaining the following objectives:

- To work in partnership with relevant interest groups to identify the knowledge and skills which are required in order to play a productive role in a business environment.
- Establishing effective and responsive links with interest groups, taking their needs into account when designing and developing programmes and modules which are intellectually rigorous and current, where appropriate and feasible, using the resources available within the Institute, including expertise, experience and physical resources, to develop effective and innovative solutions to the needs of interest groups.
- Support learners in developing knowledge, understanding and key skills and attributes of a high standard through teaching, learning and assessment.
- Support learners to self-/peer-assess their own progress to self-development.
- Provide sound advice and information to help learners form and implement their career plans. Refer also to Student Support and Welfare Section 14.

9.12 Registration

9.12.1 Eligibility for Registration

Applicants who have accepted an unconditional offer, signed the terms and conditions, and paid their fees in accordance with the relevant fees policy and financial regulations of the Institution are eligible to register as a student and enrol on the programme for which they are holding an offer.

All students who are eligible to progress to the next stage of the programme must re-enrol for the next and all subsequent stage of the programme. Students must have paid their

fees in accordance with the relevant fees policy and financial regulations of the Institution before re-enrolling.

Visa requiring students must hold a valid student visa on registration and commit to uphold the conditions of that visa whilst studying at HID.

Students who are not 18 years by the time of registration must produce evidence of guardianship to be eligible to register.

Students may not simultaneously enrol on more than one full-time award at HID or any other institution.

The registration process includes enrolling onto specific programme and modules. Where students have the option to select electives then they must enrol onto those electives at registration or re-enrolment. Electives are offered subject to demand.

By registering with HID students have committed to:

- Comply with the rules and regulations of the Institute
- Attend all classes and fully engage with the programme and assessment
- Work with academic integrity
- Allow their personal data to be collected for legitimate use in the delivery and assessment of the programme and conferring awards.

Registration includes a check on the authenticity of academic documents used for admission with the issuing institution, the institute reserves the right to withdraw an offer and terminate the registration process if supporting documents are discovered to be fraudulent.

Unregistered persons may not attend class, use the colleges facilities, or engage in assessment.

9.12.2 Registration and Enrolment Process

Details of all applicants eligible to register are sent to Registry in advance of the Registration Event arranged prior to the commencement of term. These students are set to 'eligible to enrol' status under their respective programmes on the Learner Management System.

To register students must bring:

- Passport with appropriate visa where required.
- Original or notarised copies of transcripts used to fulfil entry requirements
- PPSN as soon as it is available

- Contact details of local guardian (if under 18)
- Contact details of next of kin
- Other biographical details as required.

Students will sign the Institutes Code of Conduct and Academic Integrity pledge.

Registration is complete when student details have been recorded, documents verified, and the student is issued with a Student ID and their status set to Active.

It is the learner's responsibility to ensure that HID has an up-to-date record of their current residential address, mobile phone number, email address and emergency contact details.

Refer to SoP for Verification of Transcripts and English Language Tests

9.12.3 Late Registration

Registration takes place before the commencement of term, applicants who have been delayed must register before the census date i.e., two weeks after the commencement of term.

Late students who do not re-register or have not deferred by the census date will be withdrawn, unless there are extenuating circumstances approved by Registry.

HID reserves the right to decline acceptance of, or make a charge for, late or incorrect registration.

9.12.4 Maximum Period of Registration

Registration will expire after a prescribed time in accordance with Table 1 below.

Programme	Fulltime	Part-time
Bachelors Programmes 180 ECTS	6 Years	12 Years
Masters Programmes 90 ECTS	3 Years	6 Years

For students entering with advanced standing the maximum registration period is calculated *pro-rata*.

9.12.5 Changes to Registration and Enrolment

Students must notify Registry of any changes relating to the information supplied at registration that occurs during the academic year.

Students, if eligible, may change their mode of delivery from fulltime to parttime or *vice versa* subject to the approval of Registry.

Students may change their choice of elective within two weeks of commencing the programme subject to the approval of the Programme Director and availability of alternative electives.

Students may not change programmes without the approval of the Head of Admissions, Registry and the Programme Director and must satisfy all conditions of entry for that programme.

9.12.6 Withdrawal of Registration

A student ceases to be a registered student if they are expelled, excluded or withdrawn for one of the following reasons:

- voluntary withdrawal from the programme
- exclusion from the programme on academic grounds
- exclusion from the programme for non-compliance with the fees policy
- exclusion from the programme due to persistent non-attendance
- expulsion from HID following a recognised disciplinary procedure.

Exclusion on academic grounds is managed under the Assessment regulations and processed through the Examination Boards. For all other withdrawals a Withdrawal Form 9.4 must be filled out and approved by Registry and the Student Management System updated.

10   Assessment of Learning Achievement

The HID Assessment Policies are Aligned to Assessment and Standards, QQI - Revised 2022.   The Assessment Policies are periodically reviewed to ensure they take into account the current best practice in the assessment.

HID assessment polices are fair, consistent, and effective in measuring the extent to which learners achieve the learning outcomes agreed at validation. It is Institute policy to ensure that learners are given sufficient information on assessment requirements. This information is contained in the Learners' Programme Handbook and in Module Guides.

All assessment is undertaken consistently with the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. This includes the QQI Assessment and Standards, Revised 2013 and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

10.1 Principles Informing Assessment

The following principles inform assessment within programmes at HID

10.1.1 Learners are responsible for demonstrating their learning achievement.

Learners enrolled on a programme are given learning and assessment opportunities aligned to the module learning outcomes and ultimately the programme Learning outcomes. It is the responsibility of the learner to submit themselves for those assessment opportunities in the specified timeframe determined by their registration.

HID takes academic integrity very seriously and expects learners to engage in assessment honestly and truthfully, shunning plagiarism and other forms of academic dishonesty or impropriety (Section 21).

10.1.2 Assessment is aligned to the awards standard through learning outcomes.

These learning outcomes are agreed at validation and are assessed using criterion-referenced assessment of the knowledge, skill and competence described in the relevant awards standards and ultimately aligned to the National Framework of Qualifications.

10.1.3 Assessment promotes and supports both effective learning and teaching.

The assessment strategy is intrinsic to the teaching and learning strategy. All assessment is planned and co-ordinated and it is ensured the learner effort required is

distributed and proportional to the credit volume of the module and the associated educational benefit. Assessment is authentic and is designed to ensure timely formative feedback supports learning.

10.1.4 Assessment procedures are credible.

HID assessment policies are fair, consistent and fit-for-purpose. All assessment is undertaken by competent staff (see section 15) without conflict of interest (see section 10.6.6) and there are procedures for dealing with appeals (section 10.11). Assessment strategies and learning outcomes are accessible, plainly written and communicated at the start of a programme.

10.1.5 Assessment methods are reviewed and renewed as necessary to adapt to evolving requirements.

Assessment is periodically reviewed and research in new assessment methods, strategies and tactics is ongoing for continuing quality enhancement.

10.1.6 Learners are well informed about how and why they are assessed.

Programme Learning Outcomes and graduate attributes are publicly available and communicated to learners and internal examiners regularly. Learner's feedback is critical to the annual Module Evaluation and Review which includes assessment.

10.2 Assessment Procedures and Guidelines

10.2.1 Purpose and Scope

The procedures outlined below apply to all staff with responsibilities for learner assessment. The document is also relevant to all staff and external assessors involved in moderating HID programmes.

10.2.2 Academic Integrity in Assessment

It is the responsibility of the enrolled learner to ensure that all submitted work for assessment purposes in an academic setting, which includes but is not limited to, text, graphics, tables, formulae, or any representation of ideas in print, electronic or any other media, in addition to artefacts, computer software and algorithms, correctly acknowledges the source of any data which is not original to the learner.

It is the responsibility of staff to enable assessments which are valid, mitigate against cheating and reflect real learning progress or achievement. Feedback as encapsulated in appropriate grading schemes or as given in response to assessed submitted material is key in fostering further learning and supporting the learner in achieving their goals. Where

cheating is suspected with due cause, this should be reported according to the institutional procedures in a way which is both consistent, transparent and fair to all learners[12].

10.3.3 Communication of Assessment Requirements

The Module Guide specifies the assessment requirements for a particular module. This includes the nature of assessment, the percentage weighting allocated for each assessment instrument, the date when the assessment will be handed out together with the date for handing in completed assessments, and the date for return of marked assessment with feedback.

Assessments will be spread out throughout the semester to balance workload and minimise the number of assessments being due at the same time.

10.3.4 Procedures for Submission of Assessment

10.3.4.1   Continuous Assessment

Unless specified otherwise, learners are required to submit all of their assignments electronically, uploaded to Blackboard *via* the relevant text-matching or plagiarism detecting software.

Unless advised otherwise by the lecturer or tutor, font size 12 (Arial or Times New Roman) should be used for all written assignments.

Using text-matching or plagiarism detecting software, learners accept full responsibility for their submission and understand that they are required to disclose any assistance or data received from any third party. Learners also understand that they cannot submit any work that has previously been submitted for assessment for any other subject or programme, at HID or at any other educational institution.

For some modules, learners will complete team or group assessments. A penalty applies for learners who fail to complete team or group assessment requirements, such as non-attendance at group meetings, absence from tutorials dedicated to group assignments, non-participation in group presentations, and any other such behaviour that jeopardises team or group performance. When necessary, lecturers may re-distribute marks within a group based on individual member contributions. Unless approved formally group assessments submitted individually will not be marked.

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[12] https://www.qqi.ie/Articles/Pages/Academic-Integrity.aspx

10.3.4.2 Class Presentations

Where class presentations form part of the assessment, the criteria for marking are set out in the Module Guide. If peer learner ratings are to be considered as part of the assessment for the unit, the criteria will be reproduced on a marking sheet given to every member of the class each time a class presentation is made.

Marks awarded by peer learners may or may not be used to determine the mark given to the learner giving the presentation; the marking sheets will be kept by the academic and used as part of any reassessment requested by the presenter.

Lecturers usually allocate a specific time for learners to present. It is important that learners present during the time allocated. Failure to present during the allocated time or to arrange an alternate time to present with the lecturer may result in penalties including the inability to present leading to a zero grade for the assessment.

10.3.4.3 Class Tests and Proctored Examinations

No HID class test administered is worth more than 30% of the overall assessment in a given subject – refer to HID Institute Assessment Strategy.

If a learner fails to attempt a class test for a particular subject during the stipulated period, they may be given the opportunity to sit another test at an alternate time or have the learning outcomes assessed by an alternative assessment instrument, provided that mitigating circumstances are evident.

Formal examinations (except for deferred or supplementary examinations) will be held at the prescribed time at the end of each semester.

The date of a class test for any subject and all final examinations are available from the Module Guide, Academic Calendar, and usually from a respective announcement on Blackboard closer to the due date. It is the learner's responsibility to check Blackboard, and any announcements *via* email or the learner notice board on campus for any changes or additional announcements.

The final examination timetable is available to learners via Blackboard at least two weeks prior to the final examinations, if not earlier, to allow learners to make necessary arrangements. Final examinations may be held on weekends and/or evenings.

For any class test or examination, the learner must be formally identified to the invigilator and attendance recorded. Learners must have their HID student card or other approved form of photographic identification if requested by the invigilator.

If in the opinion of an Invigilator a learner's behaviour, is such as to disturb or distract any other learner or is otherwise improper, or that the learner has violated the code of conduct, then the Chief Invigilator may require that learner to leave the examination room. If the learner does not immediately leave the examination room, this may be academic misconduct and dealt with accordingly.

Refer to Regulations for Proctored Examinations.

10.4 Learners' Assessment Obligations

Learners are responsible for demonstrating their learning achievement and therefore must comply with HID's requirements for fair and transparent assessment:

- Complete all continuous assessment/assignment work as required
- Reference appropriately and maintain academic integrity in their work
- Retain a copy of submitted work
- Submit late work where relevant.

Learners are responsible for checking the date, time and venue for each assessment as well as their HID email and Blackboard announcements regularly in case of emergency changes to scheduled programmes.

Learners are expected to bring to the attention of the relevant lecturer, at the earliest possible opportunity, circumstances preventing them completing a prescribed assignment in the allotted time.

10.4.1 Late Submission of Continuous Assessment

Where late work is submitted after the designated deadline a penalty will apply. For every calendar day past the due time and date, 5% of the value of the assessment will be deducted. No assessments will be accepted after 14 calendar days of the due date or the end of the semester for assessments due later in a semester.

An extension to the submission deadlines can be granted where mitigating circumstances apply. Learners should contact their lecturer and be directed to the Policy on Mitigations Circumstances which can be found in Section 18.

The Mitigating Circumstances Form and original medical certificate need to be submitted to HID Student Services within three (3) working days of the day of the assessment becoming due. The Mitigating Circumstances Form will not be processed in advance of a deadline, nor will it be processed before the assessment work has been submitted. It will

be only processed once the late submission form and assessment work has been received. This policy applies to all learners equally.

10.4.2 Communicating Continuous Assessment Marks and Grades

To allow learners to monitor their academic progress, learners are informed of their performance for every component of assessment in the modules in which they are enrolled.

The lecturer provides marks and feedback on each continuous assessment item in a timely manner, usually no later than two weeks after the submission of the assessment. Ordinarily marks are posted on the Learning Management System.

All marks are provisional until ratified at the Board of Examiners.

10.5 Marking and Moderation of Assessments

HID uses a criterion referenced marking system and marks are expressed as percentages.   Each assessment is marked by the Internal examiners against a set of agreed criteria informed by the appropriate awards standards and set out in a published marking scheme. Marks for a module are weighted as specified in the Module Guide and appropriate Approved Programme Schedule.

The Module Co-ordinator provides the assessment brief with a grading scheme to the Moderator and External Examiner prior to the approval of the assessment task. This process is facilitated by the Registrar's Office.

All assessment tasks are marked according to the agreed grading scheme and aligned to the relevant grade criteria.

Marks are included on the assignment or script and are clearly annotated.

Marks are awarded on the basis of an individual's performance. A pass mark indicates that a learner has achieved the minimum intended module learning outcome.

To ensure validity and reliability of assessment academic staff undertake staff-development activities in teaching and assessment as described in Section 15.

10.5.1 Feedback

For assessment to be effective 'as and for' learning, formative, timely and personalised feedback is essential. Feedback provides a transparent evaluation of the learner's performance regarding the assessment and is benchmarked against published criteria.

Internal Examiners:

Must ensure that they supply considered, personalised and formative feedback.

Must supply feedback not more than two weeks after the agreed submission date unless otherwise agreed with the Academic Programme Director and learners are notified.

May use generic feedback to highlight common successes and problems; this should be delivered as soon as marking is complete and in a classroom setting.

The Academic Programme Director will monitor the submission of coursework as part of programme and intervention strategy.

10.5.2 Internal Moderation

Module coordinators conduct and are responsible for internal moderation in liaison with lecturers.

Internal Moderation is conducted prior to the meeting of the Board of Examiners and publication of interim results.

At the end of a semester, the module coordinator prepares a Moderation Report (F10.4) that contains any recommendations they may have for the Board of Examiners.

10.5.3 External Moderation

External Moderation occurs after the assessment has been marked and internally moderated.

Assessment scripts are sampled and sent to the External Examiners with a copy of the examination paper and the subject outline – the sample includes examples from top, middle and bottom of the marked papers and all borderline cases.

10.6 External Examiner Policy

This policy is informed by - Effective Practice Guidelines for External Examining - QQI Revised February 2015.

The primary role of the external examiner is to verify that standards are achieved.

HID will appoint an external examiner or an external examiner team for each programme as appropriate. The external examiner will be 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 his/her likelihood of having the authority necessary to fulfil the responsibilities of the role.

Initially this is expected to be one individual with extensive academic experience in the relevant subject area from an Irish and global perspective.

10.6.1.   Appointment and Approval

The Programme Director will nominate a potential external examiner and review their profile against the criteria. Where the proposed external examiner meets those criteria the Programme Director liaises with them to determine their willingness to act as an External Examiner and obtain a CV. The CV and External Examiner Nomination Form, F10.1 are forwarded to the Dean, Academic who endorses the nomination if satisfied that it meets the criteria for appointment. The Academic Board formally approves all External Examiner appointments.

The appointment process is the responsibility of the Registrar. The External Examiner will be appointed on a three-year contract. Where a programme has a team of external Examiners the appointments are staggered to ensure continuity.

Induction

The induction will be delivered by the Dean, Academic and cover:

- HID mission and context
- HID assessment policies
- The structure of the programme.
- The programme assessment strategy.
- The learning outcomes attained by graduates and benchmarking data gathered by HID including alignment to the Awards Standards
- The grading system and how awards are classified (Section 10.8)

10.6.2 Role and Responsibilities

To discharge their primary responsibility of assuring that agreed academic standards have been achieved, external examiners will have access to the full examination process, all assessment material and will have an agreed schedule with the institute. This will include:

- Reviewing key assessment instruments prior to assignment and approve as appropriate
- Auditing a sample of graded assessments to confirm standards
- Making recommendations on assessment and grading practices.
- Reviewing content to ensure relevance, currency and make recommendations to enhance quality

- Reporting findings and recommendations.

The external examiner will agree a timeline with the institute to ensure all material is available with sufficient time for appraisal and time to make changes, in response, where required.

In addition, and supporting programme review the External Examiner will:

- Review the appropriateness of the minimum intended programme learning outcomes and other programme objectives.
- Compare and contrast both the minimum intended programme learning outcomes with the relevant awards standards, with the National Framework of Qualifications, and with corresponding data from other programmes in the same discipline in other higher education institutions in Ireland and beyond.
- Determine whether the applied procedures for assessment are valid, reliable, fair and consistent.

The External Examiner will attend meetings of the Board of Examiners, particularly those meetings where awards are being made. There may be rare and exceptional circumstances where an External Examiner is unable to attend the meeting of the Board of Examiners, but has reviewed the assessment findings, agrees with the recommendations recorded on the draft broadsheet of results, and has provided a written report to be read out at the Board of Examiners meeting. A suitable person, independent of HID, may represent the External Examiner at the meeting and will report on the meeting directly to the External Examiner. This process will be managed by the Registrar.

HID will communicate to learners, staff and other relevant stakeholders the name and primary occupation of the External Examiner(s) for each of its higher education and training programmes via the HID website and in student handbooks.

In the rare event where an External Examiner cannot discharge their duties or where they repeatedly fail to attend a Board of Examiners or return their Annual Reports without agreement, then they may be relieved of their duties. The Registrar will write to the External Examiner laying out the issues and if not resolved the Academic Board are notified and formally approve that the External be replaced.

10.6.3 The Contract between HID and the External Examiner

The contract of appointment will stipulate:

- The scope of the External Examiner's responsibilities and authority (Section 10.6.4).
- The support provided to the External Examiner by HID including induction.

Information provided to the External Examiner by HID:

- The Quality Assurance Manual
- The Programme Document including the Approved Programme Schedule
- Programme Validation Report
- Former External Examiner Reports
- Any other formal reports deemed appropriate
- Meeting schedules, including those with learners if appropriate
- The annual reporting template and deadlines
- Remuneration and Terms of Services
- Conflict of interest statement (Section 10.6.5)
- Process and criteria for the removal or replacement of an external examiner.

These matters will be agreed with the External Examiner prior to the execution of the contract.

10.6.4 External Examiners Report

In addition to verbal and written feedback obtained throughout the assessment process, the External Examiner will provide a formal report annually. The template for this report can be found in Appendix 10.1- F10.2.

The report will address:

- The evidence considered — including meetings and interviews with learners and academic staff and others.
- The appropriateness of the HID's minimum intended programme learning outcomes in light of the External Examiner's experience and having regard to the relevant awards standards and the National Framework of Qualifications.
- The External Examiner's perception of the actual attainment of learners.
- The External Examiner's opinion of the quality of the programme in terms of its teaching and learning environment and its processes citing strengths and areas for improvement.
- The quality of the assessment instruments (strategy, examination papers, dissertation guidelines etc.) and grading rubrics/schemes etc.

- The fairness, consistency and fitness for purpose (valid, reliable, authentic, robust) of assessment procedures.

- The reliability of HID's benchmarking of its assessment procedures.

- Appropriate national and international comparisons.

- Any substantial concerns so that these may be addressed and followed up by the provider's quality assurance procedures.

- Evidence concerning the extent to which teaching, learning and assessment arrangements have changed in response to the feedback provided by previous External Examiners' reports.

- Progress on recommendations in recent External Examiner and other relevant reports on the programme.

The Programme Director will formally respond to the external examiners formal report including action items and timescales resulting from reports recommendations. The report and the response to the report will be considered by the Academic Board.

10.6.5 Conflict of Interest

If any person involved in the HID assessment processes including, external examiners, examiners, invigilators etc. is aware of an actual or perceived conflict of interest (such as access to an examination paper with a personal link or professional association to one or more learners sitting the examination, that might influence his/her ability to be objective), this should be declared, in writing, to the Registrar. The Registrar will make appropriate arrangements to safeguard the integrity of the assessment process; in the case of any doubt, advice should be sought in advance from the Registrar.

10.7 Board of Examiners, Decisions and Awards

A Board of Examiners meeting is held at the end of every stage of a programme. The board should be able to determine that the assessment procedures are valid and reliable. The board will formally consider all assessment findings and determine assessment results for each of the learners presented. The Board of Examiners will consider:

- Marks for assessment tasks

- Module marks

- Progression from one stage in a programme to the next

- Eligibility for higher education and training awards

- Classifications of those awards, where applicable

The board will determine if the learners' work has been appropriately marked and classified, that the prescribed learning outcomes have been attained and that the assessment regulations as described in this document are applied alongside any special regulations as recorded in the Approved Programme Schedule.

10.7.1 Review of Results Meeting

Prior to the board, a Review of Results meeting is convened as part of the Programme Board.   This meeting includes all internal examiners and Subject Coordinators. The purpose of this meeting is to oversee the internal moderation process ensuring consistent approach and treatment across each subject's delivery and overall trends in module marks, averages and to review overall trends in module marks, averages etc.

A report is issued confirming that:

- All results have been recorded and are complete and accurate
- Marginal marks and grade distributions have been reviewed;
- Recommendations for supplementary assessments have been identified in accordance with policy.
- Special consideration applications have been applied in line with policy.

The Review of Results Meeting may influence, but not compel, internal examiners to review their assessment findings. Marks are not changed at this meeting unless they are factually incorrect.

Where there may be, for example, a module with a grade distribution which is persistently and significantly inconsistent with others, it will be investigated and if mitigation is required this will be discussed with the internal examiners and External Examiner and a solution proposed to the Board of Examiners if appropriate. No changes to marks are made at the Review of Results Meeting.

10.7.2 Board of Examiners

The Board of Examiners is a deliberative committee which makes summative assessment (and related) decisions based on the recommendations of the internal examiners. It is convened at the completion of every stage in a programme to consider all assessment findings, including the findings of repeat/supplemental assessment and to determine assessment results for each of the learners presented.

10.7.2.1   Membership and Quoracy

The Board of Examiners is made up of all internal examiners, the External Examiner(s), Academic Programme Director, the Dean, Academic and a representative of the

Registrars Office. The Board is chaired by the Dean, Academic or nominee and is quorate with, at least half the internal examiners where internal examiners who cannot attend have submitted a report confirming their results are complete and accurate. At least one External Examiner is required where Awards are decided, refer to Section 10.6.2.

At the discretion of QQI, a QQI representative may attend meetings of the Board as an observer. The attending representative may neither participate nor be requested to participate in the deliberations concerning assessment results.

The proceedings and deliberations of meetings of Boards of Examiners are strictly confidential.

Excepting legitimate reporting requirements, no person who has attended or observed a meeting of the Board of Examiners may disclose to any other person a decision of the Board or any document, information or opinion considered, conveyed or expressed at the meeting.

The Academic Management Committee conducts an annual review of the operations of Board of Examiners.

10.7.2.2   Information Provided to the Board

The dates of Boards meetings will be arranged in good time and in consultation with the External Examiner(s). Dates will be notified to all involved, including QQI where appropriate. The arrangements for the Board are the responsibility of the Registrar.

The following material will be available to the Board:

- The programme assessment strategy and approved programme schedule.
- The draft broadsheet of results.
- Any further information to be considered by the Board of Examiners.
- Scrutiny of assessment material by the External Examiner.

The Registrar is responsible for:

- Compiling and maintaining the Board broadsheets.
- Ensuring that the system is populated with all registered learners for that module and that the broadsheet includes the module calculation as per the appropriate Approved Programme Schedule.
- Updating the broadsheet to reflect agreed outcomes from the Board of Examiners.

- Keeping records of broadsheets and minutes, recorded and securely and confidentially maintained.

10.7.3   Board of Examiners Decisions

Before looking at individual findings, the Board of Examiners will consider overall findings and trends, noting any general issues that may require consideration.

In the rare cases where systemic errors are discovered, any necessary adjustments to marks will be applied to all learners affected. The decision to make such adjustments and the supporting rationale will be recorded in the minutes so that the Academic Board is informed and for the purpose of follow-up. All trends are reflected in the report to the AMC to monitor trends in retention, progression and awards and benchmarked against other providers where the data is available for the purposes of comparison and vigilance against any tendency toward grade inflation.

Where a Board of Examiners decision is made the Chair attempts to arrive at a decision by consensus. Where a consensus cannot be reached the majority ruling is taken, where the board is evenly split the Chair will have the deciding vote. No one member of the Board of Examiners has more influence than another. Where there is disagreement, the minutes should reflect the deliberation and the outcome without identifying those involved.

10.7.3.1   Board of Examiners Decisions Regarding Progression

HID marks each assessment and module as a percentage. The pass mark is 40%, unless otherwise stated in the Approved Programme Schedule.

A pass in a module is a positive statement of achievement of the stated Minimum Intended Module Learning Outcomes. A learner may not reattempt a module they have passed with the intention of achieving a better mark.

10.7.3.2   Stage Progression

HID uses a percentage point average (PPA) system, defined as the credit-weighted mean of the percentage values for the constituent modules. The percentage point value is the same as percentage except for marks below 35 where it is zero. A candidate must pass all modules in a stage to progress to the next stage of the programme with the following exceptions:

- Where exemption from part of the programme has been agreed on admission - refer to Section 9.
- Where the Board of Examiners permits a pass by compensation.

- Where in exceptional circumstances a candidate is permitted to progress carrying failed modules (credit deficit) to be passed during the subsequent stage.
- Where a candidate has failed or is just below pass in each of a string of independent modules in the same stage, the results are reinforced and compensation or trailing with credit deficit is not appropriate.

10.7.3.3   Pass by Compensation

Where a learner has marginally failed to demonstrate attainment of the minimum intended module learning outcomes, a pass by compensation may be allowed subject to the following conditions:

- The learner has been assessed for all stage modules and no module in the stage has been failed outright (i.e., <35%).
- The results of all modules in the stage are from first attempts, in the case of full-time learners, the results are from the same sitting.
- Up to one third of the credit for the stage: e.g., 20 credits in a 60-credit stage, can be compensated.

To apply the compensation rule the stage aggregate of credit-weighted excesses of percentage marks (>40) is greater than or equal to twice the stage aggregate of credit-weighted deficits of marks (<40).

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 is applied automatically and noted at the Exam Board, marks are not adjusted.

When reporting module passes by compensation, the actual result is recorded on the broadsheet and transcript, along with an indication that the module pass has been granted by compensation. Pass by compensation does not preclude an honours award.

10.7.3.4   Progression with Credit Deficit

In exceptional circumstances a candidate may be permitted to progress to the next stage of a programme carrying a failed module(s). This is subject to any special regulations for that programme reflected in the Approved Programme Schedule and is considered on a case-by-case basis using the following criteria:

- The failed modules are no more than 16% of a stage (10 ECTS of a typical 60 ECTS stage).

- The candidate has demonstrated, as determined by the Board of Examiners, an otherwise strong performance across the stage that would indicate a reasonable expectation of achieving the minimum intended learning outcomes for the failed module in addition to the workload in the subsequent stage.

Where this is allowed, the candidate must normally retrieve the failed module(s) at the next stage. The additional workload cannot be used as mitigation for further accommodation.

Progression with credit deficit does not apply to progression to projects or dissertations in postgraduate programmes where such a regulation is stipulated at validation and noted in the programme handbook.

10.7.4 Board of Examiners Decisions Regarding Awards

The Board of Examiners reviews the overall profile of the candidates to determine the classification of an award. All major, minor and supplemental awards which have a volume of at least 60 ECTS are classified.

The classification of awards is based on the credit-weighted mean value of the modules comprising the award stage as defined in the Approved Programme Schedule.

Where a module whose grade contributes to the determination of an award classification is failed on the first attempt, the maximum achievable grade shall be capped at Pass for any and all subsequent attempts and the capped grade shall be used in the determination of the award classification.

Classification is determined by the appropriate Board of Examiners and is informed by the award calculation. A borderline is determined around classification boundaries to allay the effects of measurement uncertainty and to ensure that the award is based on an academic decision and not merely on computation. Borderline is defined as within +/- 1% of a classification boundary, unless otherwise stated in the Approved Programme Schedule.

In such cases the Board of Examiners should briefly discuss the candidates' academic profile and whether the mark accurately reflects the candidate's achievement. A candidate may drop a classification as well as be promoted, in each case the rationale for promotion or demotion is documented. When the Board of Examiners decision has been made to change a mark, the broadsheet is adjusted by the Registrar's office to reflect that decision.

Criteria to assist in determining the outcome of borderline cases for undergraduates:

- Within 1% (percentage point average) of the classification boundary.
- Demonstrate continued improvement over the programme in respect of the Minimum Intended Programme Learning Outcomes.
- Have the greater number of modules (adjusted for credit weighting if appropriate) in the higher classification.

Criteria to assist in determining the outcome of borderline cases for postgraduates:

- Within 1% of the classification boundary.
- Have the greater number of modules (adjusted for credit weighting if appropriate) in the higher classification.

In some very exceptional circumstances, and with the agreement of the Chair and External Examiners, a learner may be called for a *viva voce*. The learner must be given adequate notice and be informed of the learning outcomes to be determined. The *viva voce* is undertaken by the Academic Programme Manager or nominee and External Examiner. A member of the Registrar's office chairs the *viva voce*.

Where a learner has been granted an exemption of a module through the RPL process (refer to Section 9.11.1) that module is not a given a grade. Where that module is at the Award Stage this will result in an unclassified award. The learner has the right to waive the right to exemption (at the award stage) to enable award classification

10.7.5 Embedded Exit Awards

Where a learner is registered for an award and exits from that award before completing it, they may be made an alternative award subject to the following conditions:

1. That there is an exit award validated for that programme.

2. The learner has successfully completed all modules required for that award and accumulated sufficient ECTS at the appropriate level for that award.

The award may be classified as outlined in Table 10.1 as appropriate.

This is only accessed by learners who enrol on the principal programme and exit early and have been assessed as having met the requirements for the exit award.

Where a learner accepts the exit award, they will acknowledge that they have completed their studies at HID, are exiting the programme and are longer eligible to apply for the principal award.

Learners must apply for the exit award which HID will facilitate with the awarding body. F10.5 Application for an Exit Award.

10.8 Awards Classification System

Table 10.1. Classification System for Honours Bachelor Degrees (NFQ Level 8).

Classification of Honours Bachelor's Degrees (Level 8)	PPA Boundary	Description
First Class Honours	70%	Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Upper Second Class Honours	60%	Achievement includes that required for a Pass and in many respects is significantly beyond this
Lower Second Class Honours	50%	Achievement includes that required for a Pass and in some respects is significantly beyond this
Pass	40%	Attains all the minimum intended programme learning outcomes

Table 10.2. Classification System for Master's Degrees (NFQ Level 9).

Classification of Taught Master's Degrees (Level 9)	PPA Boundary	Description
First Class Honours	**70%**	Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Second Class Honours	**60%**	Achievement includes that required for a Pass and in many respects is significantly beyond this
Pass	**40%**	Attains all the minimum intended programme learning outcomes

Following a Board of Examiners meeting, the original (signed) broadsheet of results will be sent to QQI, notifying it of results and recommendations for awards to be made.

A broadsheet of results will be returned for each 60-credit stage of a programme.

HID has all agreed processes in place in place to ensure the automatic acceptance of the Board of Examiners recommendations for awards. On acceptance QQI will grant the appropriate awards.

Following the Board of Examiners' meeting, HID will publish the results.

10.8.2

10.9 Reassessment

Learners who fail a module will be provided with three opportunities to retrieve the module. The only exception to this rule is projects or dissertations worth more than 10 ECTS at level 9 where there is one opportunity to retrieve failure.   The reassessment task or tasks will be set to assess the module learning outcomes that have not been achieved. The marks are calculated according to the agreed weightings and the module

average is capped at 40%. The number of attempts will be recorded on the transcript of results.

Where a module is reassessed at the award stage the capped mark will contribute to the calculation of the award classification.

The reassessment task (Examination or Continuous Assessment) is determined by the Board of Examiners informed by the module descriptor and with the recommendation of the Module Co-ordinator.

For an unseen examination or test the repeat is not the same as the original.

Repeat

The learner is required to repeat the failed components, the marks for all passed components are carried forward. There is an automatic repeat opportunity not less than three weeks after the results have been published. If the learner does not pass the first repeat attempt they are required to register for the next iteration of the module and have two more attempts. Attendance at lectures is not required for a repeat, however a repeat fee may apply.

Retake

In some cases, a learner may be required to retake a module, in this case all elements of the assessment must be repeated, marks will not be carried forward and the learner must reattempt the module with attendance.   A retake fee will apply.

Learners are responsible for ensuring they are enrolled with the institute for repeats, using F10.5 Reassessment Enrolment Form.

Reassessment Supports for Learners

Where a learner has insufficient credit to progress to the next stage resit and they are on their last attempt, they are welcome to sit-in on classes at no cost subject to the following conditions:

- There is space in the classroom
- The learner has identified themselves to the lecturer and the lecturer is happy to accommodate them

It is important to note a learner who is 'sitting in' on a lecture as a support to prepare for a resit is not an enrolled learner. They will be registered with college, but their enrolment status remains Eligible for Resit until they either progress or exhaust sittings.

10.10 Viewing Scripts

Learners are entitled to view their examination paper and their examination script. This does not apply to scripts of examinations that contain mainly multiple-choice and/or short answer questions.

An application to view an examination script is made using Form F10.3.

Requests to view in class tests and examinations must be made within two weeks of the return of that assessment and/or publication of results to the Academic Programme Director. Requests outside this period will be at HID's absolute discretion.

An assessment viewing is not an assessment re-mark and is undertaken as a learning opportunity. Learner seeking to appeal a mark, should refer to and follow HID's recheck and review processes Section 10.11.

Such consultations aim to:

- Give formative feedback to learners, especially to those who need to repeat.
- Explain the basis of the learner's grade/mark against the assessment criteria,
- especially where the learner believes that the assessor may have made an error
- in grading the work.

10.11 Appeals, Rechecks and Reviews

An appeal is where a learner formally requests that the decision of a lower authority is referred to a higher authority (i.e., the Appeals Board) for the reconsideration of the decision under one or more of the grounds of appeal. Refer to Section 11 for the Appeals Process generally.

This section refers to appeals against the decision of the Board of Examiners.

It is the policy of HID to endeavour, in so far as is practicable, to:

- Deal with all appeals, reviews and rechecks in relation to assessment fairly, consistently, transparently and in a timely manner, using independent expertise where required.
- Ensure all arrangements in relation to appeals, reviews and rechecks are communicated to learners in advance of the assessment process and are accessible.

10.11.1 Procedure:

Where a learner wishes to appeal the decision of the Board of Examiners they should follow the following procedure:

In the first instance the learner is advised to discuss the marks with the relevant lecturer and Programme Director and/or apply to review their examination script, this is not a part of the formal appeals process and will not delay the process, refer to Section 10.10.

Where the learner is still dissatisfied with the outcome they may apply directly to the Registrars' Office for a Recheck.

10.11.2 Recheck

A recheck is the administrative operation of rechecking the recording and combination of component scores for a module and/or stage to ensure that there have been no arithmetical or clerical errors and that all the marks to which the learner is entitled have been included in the final total. A small administrative fee may be applied to this process which will be reimbursed if it is found that there was an error in the Broadsheet. All fees are notified in advance of registration.

Applications for a Recheck are made directly to the Registrars' Office with the appropriate fee within 5 working days of the release of results.

The result of the Recheck will be communicated to the Learner with 5 working days of receiving the application.

10.11.3 Review

Where it has been established that there is no computational error and a learner wishes to appeal against the decision of the Board of Examiners they may apply for a re-consideration of the assessment decision subject to the following grounds:

1. Procedural irregularity: Where there is evidence of substantive irregularity in the conduct of the assessment process.
2. Mitigating circumstances –
   a. A prior circumstance emerged of which the Board of Examiners was not aware.
   b. Or an extenuating circumstance of which the Board of Examiners was aware but had not considered.

The criteria surrounding mitigating circumstances can be found in section 18 and apply.

Appeals disputing the academic judgment of the Examiners will not be considered.

The learner will apply directly to the Registrar's Office citing the detail and grounds of the appeal, together with the appropriate fee within 8 working days of the release of results.

The Registrar considers the application and if there are sufficient grounds the appeal is upheld and an Appeals Board is convened. Refer to Section 11 for details of the Appeals Board.

The outcome of the Appeals Board in relation to an appeal against the decision of the Board of Examiners could be that the appeal is not found or that a Review be undertaken. The Review will be a re-consideration of the assessment decision, either by the original assessor or by other competent persons.

Where the Review changes the outcome of the Board of Examiners the Registrar's office will record the minutes of the Appeals Board and the detail of the outcome including steps taken to revise marks. This will be appended to the relevant Board of Examiners minutes and shared with the External Examiner and Academic Board.

The outcome of an Appeals Board will be communicated to the learners within 20 working days of the application for appeal.

Note- all appeals will include a recheck as a matter of course.

A small administrative fee may be applied to this process which will be reimbursed if the appeal is found in favour of the Learner. All fees are notified in advance of registration.

10.12   Retention of Assessment Instruments and Records

It is the responsibility of the Registrar's Office to manage the retention of assessment materials and results.

All assessment briefs and examination papers are stored on the HID intranet and saved in directories appropriate to the teaching period in which the assessment occurred.

Hard copies of completed assessments are kept for at least 18 months in accordance with the Institute Document Retention Policy and Schedule (Appendix 10.3). A sample of all completed assessments should be kept for a period of five years or the duration of the programme validation period whichever is the lessor. The samples must include examples of assessments with a range of results, including failed assessments.

Material that is the subject of review/appeal is retained until the learner has completed the programme and at least one year following the completion of the review/appeal process.

Individual assessment results are recorded on the Examination Broadsheets and are maintained by the Registrar in accordance with the Document Retention Policy and Schedule.

All final results are recorded on the Learner Management System and are maintained permanently.

Section 11: Appeals Board

11.1 Introduction

It is the policy of HID to endeavour, in so far as is practicable, to:

a)   Deal with all appeals, complaints, grievances or disputes in relation to matters involving learners within the Institute in accordance with the principles of natural and constitutional justice.

b)   Provide arrangements in relation to all appeals, complaints, grievances or disputes to ensure that they are dealt with fairly, transparently and in a timely way and which may involve, as necessary, independent persons of appropriate knowledge and experience in the process.

This section deals with the formal appeals process where an appeal is where a learner formally requests that the decision of a lower authority is referred to a higher authority (i.e., the Appeals Board) for the reconsideration of the decision under one or more of the grounds for appeal.

11.2 Appeal Procedures

The Appeals Board considers cases where a learner has provided legitimate grounds to appeal the decision of:

- An assessment review (Section 10)
- An Academic Misconduct hearing (Section 22)
- A Student Disciplinary hearing
- A decision regarding Mitigating Circumstances.
- The complaints and grievance process (Section 13)

11.2.1 Grounds for Appeal

Grounds for appeal against the decision of an Board of Examiners can be found in Section 10.11.3 and for complaints and grievances in Section 13.1.3. In all other cases the grounds for appeal are:

1.   Where there was substantive irregularity in how the process was conducted.
2.   Where relevant information has come to light or was overlooked that would have changed the outcome of the process.
3.   Where the decision reached was unreasonable or perverse.

11.2.2 Procedure to be followed to Request an Appeal

a) A request for an appeal must be received by the Registrar not later than 10 working days after the date of the formal notification to the learner of the decision they wish to appeal.

b) Only a written request for an appeal and signed by the person concerned is considered.

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

d) The learner must supply evidence in support of his/her request.

11.2.3 Decision to Establish Appeals Board

The Registrar determines if there are grounds for an appeal and decides whether an Appeals Board should be established.

11.2.3 Membership of an Appeals Board

The Appeals Board is chaired by the Dean, Academic and comprises three persons appointed by the Senior Management Team at least two of which are external with appropriate senior academic experience as determined by the Senior Management Team.

The membership will have had no previous involvement in the case and will be independent of those that dealt with the original case. Where there is a conflict of interest an alternative and appropriate post-holder may be substituted.

11.2.4 Modus Operandi of Appeals Board

a) The Appeals Board:

- Considers the report of the committee that made the original decision or from the appropriate decision maker.

- May ask the appellant to address the Board on the circumstances of the appeal.

- Seeks (through the Chairperson) such information or advice as it considers necessary and appropriate.

- Having considered the circumstances, decides the outcome of the appeal.

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

c) All decisions of an Appeals Board shall be by majority vote

d) The Registrar informs the appellant in writing of the outcome.

e) All decisions of the Appeals Board are final within the Institute.

f) The Registrar notifies all relevant persons within the Institute of the outcome of the appeal.

11.2.5 Appeals to the Awarding Body

Where a learner has exhausted all institute procedures including this process and they remain dissatisfied they may take their grievance to QQI, the Awarding Body.

11.2.6 Confidentiality

Appeals Board hearings are confidential, and breaches of confidentiality may lead to disciplinary action being taken. Records of all Appeal hearings will be maintained by the Registrar's Office. Where a learner has found not to have engaged in academic misconduct or not to be in breach of the Code of Conduct then any record of the allegation should be removed from the learner's file.

11.2.7 Legal Proceedings

In the event of a learner commencing legal proceedings or in the event of proceedings being commenced against the complainant in relation to a complaint, the above procedures may be suspended or abandoned at the discretion of Holmes Institute Dublin.

Section 12: Learner Feedback and Representation

12.1 Induction

HID is committed to involving learners in quality assurance. This section describes the procedures for capturing learners' views to ensure changes and improvements can be introduced in a timely manner for the benefit of current and future learners.

Learners are represented at every level of governance, refer to Section 4.3.5.

HID is committed to the effective collation and evaluation of learner feedback at programme level:

- As a means for learners to participate actively and constructively in the operation and development of their programmes
- As an indicator of the responsiveness of the programme to learner need and concerns
- To enhance programme monitoring and review

12.2 Learner Feedback at Programme Level

Feedback at the programme level includes:

- Learner representation, through the appointment of one or more learner representatives for each cohort, providing a formal channel for learner views to be expressed on issues raised. Learner Representatives are elected by their peers and appointed to the Programme Board.
- Learner representatives, sit on the Academic Board, Programme Board and Teaching and Learning Committee
- Learner feedback on programmes undergoing review - providing a vehicle for learner evaluation of experience over time on the programme under review, with regard to both learning outcomes and learner outcomes.

12.2.1   Focus of Learner Feedback at Programme Level

The prime aims of learner feedback at the programme level are to assist evaluation of the operation of the programme and to contribute to development and enhancement of the programme. Consequently, the areas of focus for learner feedback include:

- Learning, teaching and assessment
- Learning resources
- Learner supports and Services
- Operational, environmental and facilities
- Programme content

12.2.2   Learner Feedback Questionnaires

There are three types of student surveys used routinely:

- Student Satisfaction Surveys
- Module Evaluation Surveys
- Graduate Outcome Surveys

Student Satisfaction Surveys are run once per stage and within the first 6 weeks of the semester starting. These focus on the general satisfaction with facilities, processes, quality of interactions etc.

The report is submitted to the Programme board and Academic Board and recommendations and action are added to the Programme Monitoring Report Action Plan.

Module Questionnaires are conducted for every module toward the end of each semester. Learners can provide feedback on programme teaching, content and facilities provided.

- The Programme Director has responsibility for collating and acting on the feedback on quality of content and delivery.
The Centre Manager has responsibility for collating and acting on the feedback on non-academic issues, facilities etc.

The report is submitted to the Programme board and Academic Board and recommendations and action are added to the Programme Monitoring Report Action Plan.

Graduates after 6 months of the completion of their programme will be invited to participate in the **Graduate Outcomes Survey** based on the HEA survey of the same name and used for benchmarking graduate success.

Other questionnaires may be issues doe specific purposes such as feedback for programme development etc.

HID will participate in national surveys where feasible. HID own surveys will be informed by surveys tailored to the Irish educational landscape such as the StudentSurvey.ie and PGR StudentSurvey.ie

Section 13: Complaints and Grievances

This section refers to all complaints and grievances relating to the learner's period of registration with HID. These procedures apply to complaints and formal grievances including issues regarding level of service, resources or issues involving staff or peers.

Complaints relating to the assessment process, or appeals against decisions relating to academic misconduct, student disciplinary or mitigating circumstances are considered under the Appeals Policies in Section 11.

Complaints from the public will be dealt with by the Dean, Academic in consultation with the Board of Directors as appropriate.

It is envisaged that complaints regarding general dissatisfaction will be managed locally and in a spirit of conciliation.

13.1 Policy and Procedures

- No learner will be disadvantaged through availing of the Complaints and Grievances procedures. However, HID expects that in raising possible complaints or grievances, learners themselves will have observed their own obligations and responsibilities.
- Due to the seriousness with which the Institute handles complaints or grievances and the impact on available resources to manage complaints or grievances, it is expected that learners will not engage in frivolous or vexatious complaints or grievances.
- The intention is that most problems will be dealt with locally, in a spirit of conciliation. Thus, the formal procedures should be a last resort in the search for a solution.
- These procedures are intended to produce a speedy and efficient resolution. The aim is to prevent unnecessary delay, whilst ensuring a full and fair assessment of the circumstances takes place.
- A complaint or grievance should be made as soon as practical after the issue has occurred.
- Formal grievances are treated confidentially. The complainant and representative, are also required to observe confidentiality in respect of the grievance.

- Where an individual is the subject of a grievance, they have the right of response and to see all information submitted where it concerns them.

13.1.1 Stage 1

Informal stage to facilitate resolution and reconciliation.

1. In the first instance, the learner should discuss the issue with the relevant Academic Programme Director, academic administrator or other HID staff as appropriate.
2. The Academic Programme Director will explain the complaints and grievance policy and procedure to the learner.
3. The Academic Programme Director may consult with other relevant staff members in this stage of resolution if necessary. Where possible the issue should be resolved informally between the individuals concerned.
4. A note is made on the learner's file summarising the issue and the outcome.

The dignity of those involved in the process is paramount and discretion will be assured.

Where there is a conflict of interest, real or perceived, that persons role in the process will be undertaken by another manager as determined by the SMG.

If the learner's complaint is not resolved at this level, then Stage 2 of the procedure should be followed.

13.1.2 Stage 2

Stage 2 is initiated if the complaint was not resolved to the leaner's satisfaction at Stage 1 or if the Programme Director or other appropriate staff consider the complaint serious enough to progress directly to Stage 2 and that a more formal approach is necessary.

Where an informal process has been attempted the learner should commence the formal process within 15 business days of the completion of Stage 1.

1. The learner should make their complaint in writing on a Complaints Form available from the Registrars' Office and appended to the QAM on the institute website. The learner should include all relevant detail and include any supporting documentation. The learner should also describe any previous efforts to resolve the matter and why these were unsatisfactory.

2. The Registrar collates the learner's report, the accompanying evidence with a report from the Academic Programme Director or other staff involved in Stage 1. The Registrar will acknowledge receipt of the complaint within 5 business days.

3. Once complete, the Registrar forwards the complaint the accompanying information to the Senior Management Group for their consideration. For the purposes of considering a complaint or grievance the SMG will co-opt at least one academic member of staff not directly related to the learner's programme of study. The SMG will examine the complaint and may seek further information or clarification from the learner at this stage.

4. The learner will be kept informed of the progress of the complaint and notified if any delays are anticipated.

5. The SMG will reach an outcome and recommendations may issue from the process. HID aims to complete this stage of the complaints and grievance procedure within 21 business days.

6. The Registrar will notify the learner in writing of the decision reached by the SMG and the reasons for it, together with any recommended consequent action, within the 21 business-day timeframe.

Note: A complaint may be deemed invalid because it is considered to be malicious or vexatious, or false information may have been submitted – in these cases the complainant may be referred to Student Disciplinary.

13.1.3 Stage 3

A learner may appeal the outcome of the complaints process on the following grounds:

(i) Where there was substantive irregularity in how the process was conducted.

(ii) Where relevant information emerges or was not considered that would have changed the outcome of the process.

The appeal must be made in writing, within 10 business days of receipt of the outcome of Stage 2.

The appeal, stating the grounds is sent to the Dean, Academic, who will determine if there are grounds to forward it to the Appeals Board. Refer to Section 11.

The Appeals Board will include membership outside of HID and at least one independent external member.   The decision of the Appeals Board is final.

13.1.4 Formal Complaint to the Awarding Body

Where the learner has exhausted the HID Complaints and Appeals polices, and they are concerned that either:

1. the complaints process has not been followed or
2. the process conflicts with the approved programme or QA procedures,

then they have recourse to the awarding body.

13.2 External Supports

For dispute resolution all learners can access information on Alternative Dispute Resolution at
http://www.citizensinformation.ie/en/consumer_affairs/consumer_protection/consumer_complaints/alternative_dispute_resolution_in_ireland.html

Citizens Advice:

https://www.citizensinformation.ie/en/consumer/how_to_complain/

Further information for overseas learners can be found on the **ICOS Irish Council for International Students** website:

https://www.internationalstudents.ie/info-and-advice

13.3 Complaints and Grievances Summary

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┌─────────┐                                                    ┌─────────┐
│  Start  │                                                    │   End   │
└────┬────┘                                                    └────▲────┘
     │                                                          Yes │
     ▼                                                              │
┌──────────────────┐    ┌──────────────────┐              ◇─────────────◇
│ Learner discusses│    │ The Academic     │             ╱   Is the      ╲
│ complaint with   │    │ Programme        │            ◇    Learner      ◇
│ the Academic     │───▶│ Director will    │───────────▶╲   Satisfied?   ╱
│ Programme        │    │ meet with those  │             ◇───────────────◇
│ Director or      │    │ involved and     │                     │
│ relevant HID     │    │ attempt to       │                  No │
│ staff            │    │ resolve...       │                     ▼
└──────────────────┘    └──────────────────┘
```

Learner discusses complaint with the Academic Programme Director or relevant HID staff as soon as practical after the issue has arisen.

The Academic Programme Director will meet with those involved and attempt to resolve the complaint. A note of the complaint and outcome will be kept on file.

Is the Learner Satisfied? — Yes → End / No →

The learner submits a formal complaint form to the Registrars' Office within 15 business days of the outcome of Stage 1.

The Registrar collates all relevant information and forwards it to the Senior Management Group for consideration.

The SMG will make a determination and recommendations. The outcome will be communicated to the learner within 21 business days of Stage 2 commencing.

Is the Learner Satisfied? — No → / Yes → End

Learner may appeal the outcome of the complaints and grievance procedure within 10 business days of receiving the outcome. This is referred in writing to the Appeal Board.

Is the Learner Satisfied? — Yes → End / No →

Learner is referred to the Awarding Body and furnished with details of external supports.

Registrar's office ensures complaint and outcome are formally recorded and any recommendations forwarded to the relevant office for consideration and action.

Section 14: Student Support and Welfare

14.1 Introduction

It is the policy of HID to afford to each learner the highest level of support consistent with adult education principles. Because of the nature of many of its learners (non-English speaking backgrounds, first in family, disadvantage, etc.) learners require an elaborate support structure to be in place and available to them when, or if, they encounter personal or academic difficulties as they progress through the various modules.

14.2 Managing Academic Performance

HID monitors and records all learners' academic performance to identify and assist learners who might require additional support to meet their study goals.

HID has various mechanisms to identify learners at risk of failing to successfully progress in their studies:

- Early formative assessments, typically in week four of the semester, are used to identify learners who may need academic and/or other supports.
- All assessment results are entered into the student learning and management system in accordance with internal operating procedures and learners requiring extra support are offered support accordingly.
- HID monitors attendance and other learner engagement metrics with the Student Management System and the Learning Management System to determine the degree to which individual learners have engaged with their studies during the semester.
- Low engagement and poor pass rates will identify learners 'at risk'.
- The Academic Programme Director will confirm that the identified learners are at risk and initiate the intervention process with a view to having the intervention strategies in place by the 4th week of that second semester.

14.2.1 The Intervention strategy

- The intervention process will be initiated by a written notification from HID to the learner. The letter will invite the learner to come and meet the Academic Programme Director or delegate to discuss issues that may be affecting their studies.
- At the meeting, issues pertaining to the learner's unsatisfactory performance will be addressed and academic success strategies developed to support the learner in their studies.

- Where Mitigating Circumstances are identified the Registrars', Office is informed to ensure the Learner can apply for mitigating circumstances or reasonable accommodations.   Refer to Section 10.

Intervention strategies may include but are not limited to:

- Discussion of suitability of programme.
- Agreement on revised study plan (decreased study load; ongoing academic or English language support).
- Referral to personal guidance counsellors (internal or external).
- Attendance at one-to-one tutoring or academic workshops.
  Individual intervention strategies are to be filed in the learner's file, entered as diary notes in the Student Management System and filed in the "Students at Risk" folder.
- HID also employs just-in-time strategies in supporting learners' academic progress. These strategies include identifying and following up learners who fail to submit formative assessment pieces. Such strategies aim to support struggling learners to help prevent them from becoming failing learners.
- A record of the learner's participation in activities suggested as part of the intervention strategy is to be maintained and recorded in the learner's file.
- On completion of the second semester, the Academic Programme Director will report on the progress of all learners previously identified as "At Risk" for further follow up if necessary.

14.2.2 Attendance Policies

Attendance is measured and recorded as part of the learner's engagement metric. Learners are required to attend all formally timetabled teaching events.

Attendance will be taken for all students for all timetabled sessions and recorded by the institute. This data will be used to measure learner engagement, to identify learners at risk and may also be shared with INIS (Irish National Immigration Service) for those learners who require a visa.

Punctuality

Learners who arrive late to class (i.e., more than 15 minutes after the timetabled start of class) or leave early without good reason or prior arrangement, will be recorded as absent for the session.

Attendance Records and Reporting

Attendance records are the responsibility of the Registrar and will be retained by the Institute for the duration of a students' period of registration.

Attendance Requirements

Learners are required to maintain an attendance of 100% over the length of the programme. Where learners are absent with good reason, they should send evidence to registry who will record approved absences.

Learners who drop below an attendance of 85% will be notified by email and if their attendance does not improve within a specified period, normally 2 weeks, they will be required to meet with institute staff to discuss the issue, if attendance still does not improve the learners will be required to meet with the Registrar and agree a formal development plan. Persistent non-attendance is likely to affect performance and for international learners it means they are not complying with their visa requirements.

Withdrawal for Persistent Non-Attendance

Where a learner absents themselves from college without notifying the college and fails to communicate with the college for a period of 20 consecutive calendar days* then that learner is deemed to have withdrawn from the programme and, for visa requiring students, the attendance record will be shared with the GNIB (Garda National Immigration Bureau) and INIS. Refunds are not available to learners who have been withdrawn for significant non-attendance.

Where a learner is persistently absent and failing to properly engage with the programme then they will be formally notified that there is an issue and unless they demonstrate potential for progression by passing their assignments and exams, they will be withdrawn at the next Examination Board.

See also HID Learner Attendance Policy.

Holidays

Timetables including holidays are published in the academic calendar on the website and in the letter of offer prior to the commencement of the programme. Learners may not take holiday during the teaching semester.

Unavoidable Absence and Sick Leave

There may be times were learners miss class due to illness or other unavoidable circumstances. Where this will impact on a learner's assessment they should apply for

Mitigating Circumstances to be taken into account when considering an extension to a deadline or alternative assessment. Refer to Section 18.2.

In the case of International Students where such circumstances affect their attendance, they should provide relevant documentation to be taken into consideration when recording attendance. The documentation should be sent to the Registrar's Office with dates and times of classes missed. This is not the same as an application for Mitigating Circumstances.

Where a class is cancelled the institute will reschedule it within the teaching day (8 am to 6 pm), learners will be given adequate notice and expected to attend. In very rare circumstances where it is not or cannot be rescheduled, the learner attendance record will be adjusted accordingly.   Where a class is missed due to a Bank Holiday the classes will delivered online via recording or live online by arrangement.

Maternity Leave

Learners who are pregnant are not treated less favourably than other learners as a result of their pregnancy. HID is committed to provide support during pregnancy, maternity and paternity leave, to ensure all learners have the best chance of realising their academic potential.

Learners should contact Registry in the first instance for reasonable time off for medical visits. Leave will be determined on a case-by-case basis. This applies to:

- Leaners who are pregnant when commencing their studies
- A learner who has given birth within 26 weeks prior to commencement of study
- A learner who becomes pregnant during study
- A learner who becomes a parent through the process of adoption

14.2.3 Non-Engagement

Where a learner is identified as not likely to complete their programme in the required time due to non-engagement or failure then the learner is notified of the issue in writing and a meeting is arranged with the Academic Programme Director or Registrar as appropriate.

Where there are compassionate and compelling circumstances beyond the control of the learner and have an impact on the learner's programme progress or wellbeing, and if those circumstances can be documented then the learner may be offered a suspension of

studies. This is a formal process managed by the Registrar's Office. Refer to Section 9.10.

Where a learner is persistently absent and failing to properly engage with the programme then they will be formally notified that there is an issue and unless they demonstrate potential for progression by passing their assignments and exams, they will be recommended for withdrawal at the next Board of Examiners.

Copies of all documentation, correspondence and meeting notes will be kept on the learner's file.

14.3 Academic Supports

Academic Support at HID will be provided through several channels:

Lecturers and Tutors are the primary source of academic assistance to learners. In addition to the standard teaching hours, each academic staff member is required to schedule Office Hours for learner consultation and academic support workshops. These are posted on the appropriate pages in Blackboard. This time is available to learners to come to their lecturer or tutor to seek assistance with any academic issue they may experience. Lecturers and tutors are also required to make themselves reasonable available to leaners by appointment outside of class time and Office Hours.

Student Support Officers are a resource for learners to coordinate academic support. Learners seeking support, or have been identified, as requiring academic support, will be referred to Student Services who will arrange with academic staff, library staff, peer support personnel or external support providers for the support to be delivered. Student Services will follow up with the learner to ensure that the support is adequate and to determine whether additional support is required.

Library and Information Literacy Support. A qualified and experienced digital literacy support person will be available to provide support to learners seeking information. An introduction to the library and information resources will be a feature of orientation sessions for all beginning learners.

Peer Support. The Student Services will organise a comprehensive network of peer support. Initially this will involve senior learners making time available to assist first year learners with academic issues, but the support network will grow as the Institute grows.

Academic Workshops. As part of induction and when a need is identified Academic workshops are arranged. Theses workshops include:

- Academic skills, such as referencing, assignment writing, etc.
- Examination preparation.
- Library skills.
- Academic Integrity
- Any other topic that may be identified as being needed by HID learners.

Attendance at academic workshops is usually voluntary but may be a required condition for learners at risk i.e., learners who are not making the satisfactory progress in their studies.

14.4 Welfare Supports

A key aspect of HID's philosophy is the holistic view of the learner as a whole person. The learners' health and wellbeing cannot be separated from their academic achievement, as one is highly dependent on the other. Whilst an individual learner's lifestyle choices are their own choices to make, HID will promote a healthy lifestyle and provide support to those experiencing health related problems, both physical and mental, or any other personal problems. As mentioned above, this role will initially be carried out by a Student Services but will eventually be the responsibility of a dedicated Student Welfare Officer.

Student Welfare Officers will be trained to be supportive of learners with difficulties and to provide initial assistance with problems but are not trained to provide counselling or medical advice. Their role is to help the learner to access external services to provide the best help available to deal with the issue and to maintain contact with the learner to ensure that that help is appropriate and effective.

Student Welfare Officers will work with academic staff and HID management to ensure that the learner is treated equitably and fairly, according to the learner's circumstances. This may include assisting the learner in making a case for mitigating circumstances or advocating for the learner in complaints or appeals processes.

14.5 Learner Support and Resources

Learner support begins with the teaching process and is enhanced with a range of training and educational support e.g., videos, tools and library resources. HID learners are exposed to an engaging and varied mix of learning modes (e.g., lectures, seminars, tutorials, workshops, skills-practice and self-paced online instruction videos). Feedback to

learners is viewed as part of learning and learner support; as such, learners can expect timely and appropriate feedback to their assessments and enquiries.

HID acknowledges that learning resources and support range from physical resources in the form of a library and computing technologies to accessible technical, administrative and academic support services. All HID learner resources and learner supports are benchmarked against similar institutions offering similar programmes. HID warrants that it will regularly review the adequacy of academic and support services to ensure it continues to deliver high quality programmes.

HID has adopted the *AHEAD Charter of Inclusive Learning 2009* which provides guidance on how to address the needs of learners with disabilities. Consequently, accessible support services are in place for all learners including individualised support for learners with specific needs. HID supports learners with a disability, while also ensuring that such learners experience equal opportunities relative to other HID learners within the limits of reasonable accommodation. Learners must inform HID if they have any issues that they believe will affect their learning prior to beginning their studies. HID addresses each request for reasonable adjustment on a case-by-case basis ensuring fairness and equal opportunities are maintained.

14.6 The Learning Environment Supports Learning

HID also endeavours to ensure that its premises, equipment and facilities meet the needs of learners. Learners have opportunities, directly or indirectly, to make their wishes and concerns known via the learner feedback mechanisms. Refer to Section 23.

Learner feedback is used for a variety of purposes from improving the quality of programmes to improving the physical learning environment or support services offered at HID.

Section 15: Staff Recruitment, Management and Development

15.1 Staffing

It is HID policy to employ an adequate number of appropriately qualified staff to professionally deliver and administer the programmes offered.

All staff employed at HID are entitled to the rights afforded to them under Irish and European law including:

- Organisation of Working Time Act 1997
- National Minimum Wage Act 2000
- Minimum Notice and Terms of Employment Acts 1973–2005
- Industrial Relations (Amendment) Act 2015
- Safety, Health and Welfare at Work Act 2005
- Unfair Dismissals Acts 1977–2015

Academic staff are employed for their ability to employ teaching methods appropriate to the requirements of programme delivery and the needs of HID learners. Through its staff management processes, HID provides staff with necessary induction, training and ongoing development which enable staff to continuously improve the quality of their teaching. HID adopts the principles and guidance espoused in the [Irish National Professional Development Framework](#) in the manner in which it plans for, develops and engages in professional development activities.

HID sees its staff as important organisational assets and as partners in realising the Institute's mission. HID has various systems and processes to ensure effective advertisement, recruitment, selection, induction, performance review, professional development and retention strategies.

15.1.1 HID Workforce Planning

Success in attracting, retaining and developing staff is critical to achieving HID's mission. Workforce planning is carried out with Holmes Education Group and provides a framework that links human resourcing decisions to the organisation's plans and budgetary resources.

By identifying workforce capabilities on hand now, considering what will be needed in the future and planning systematically, HID can limit the risks associated with unanticipated events. Workforce planning will help HID to:

- Identify potential problems, manage risk and minimise crisis management cycles,

- Contain human resources costs, including the cost of turnover, absenteeism, structural changes etc.

- Develop workforce skills that take time to grow and plan suitable professional development activities and cycles and engage in ongoing professional development activities from recruitment through to retirement,

- Ensure an appropriate workforce mix in relation to characteristics such as gender and age and an appropriate mix of academic and general staff,

- Demonstrate a commitment to gender equity at all levels of the organisation for both general and academic staff,

- Optimise the use of human, financial and other resources,

- Ensure all academic staff are engaged in teaching, research and/or professional activity,

- Integrate human resource management issues into business planning.

15.1.2   Staff Performance Management

HID practices Performance Management Programme (PMP) based on participative principles in goal setting and performance measurement commonly known as 'Review and Agree'.

In the PMP, each salaried member of faculty commits to specific performance goals in different dimensions of their work e.g.

1. Scholarship: such as, research and creative activities including innovations in teaching and learning or discipline specific training

2. Administration: such as supporting learner enrolments through provision of programme structure advice and orientation and induction activities, e.g., peer mentoring

3. Professional Activities and Community Engagement: such as, Professional Association activities and Consultancies

4. Teaching and Learning: including Programme Review, Module Coordination and Discipline Leadership and internal academic workshop delivery.

The nature and extent of performance goals need to be agreed with by the staff member and their immediate supervisor as appropriate to the staff member's level of engagement, e.g., full time, fractional or sessional.

At the next cycle of the PMP, twelve months later, the faculty member's performance is again reviewed against the previously agreed goals. Particular attention is focused to any perceived gaps and Professional Development activities that might address these gaps.

New performance goals are also agreed and become the standard against which performance over the next twelve months will be measured.

15.2 Staff Employment Policy and Procedures

HID is an equal opportunity employer and will recruit fairly and with integrity. Selection procedures at HID are based on the job description and the objective requirements of the job. Each member of HID staff will be competent for the functions they are hired to perform. Employees are selected based on their knowledge, skills, experience and potential for future development. In considering the suitability of an applicant for employment, HID will not consider any personal characteristic or attribute that is not directly relevant to the duties of the position being sought.

15.2.1 Process in Employment of new staff

- Determine vacancy and skills required.
- Position description to be determined by the relevant manager and approved by the Senior Management Group (SMG).
- Advertisement prepared and posted with a deadline for applications outlined.
- Applications received and forwarded to interviewer.
- Shortlist by the relevant manager
- Arrange interviews.
- Interview and record details on Form **F15.1.**
- Reference checks made for successful applicant.
- Once satisfactory reference checks have been made, recommendations for appointment made to Senior Management Group (SMG), who might choose to conduct a second interview.
- Once an applicant is approved for employment by the SMG, the successful applicant can be formally offered the role subject to the approval of the Academic Board, where appropriate.
- The applicant's details, qualifications and a rationale for their appointment is forwarded to the Academic Board for approval, where appropriate.

15.2.2 Requirements for academic positions

The minimum requirement to teach at levels 8 or 9 on the NFQ at HID are an academic qualification of at least level 9 on the NFQ. This qualification must be relevant to the subject being taught.

Teaching experience is also required. For a level 9 programme that teaching experience must be in Higher Education and for at least two years.

Industry experience is preferred but not mandatory.

Tutors may be appointed for specific purposes and professional accreditation, or relevant technical certification may suffice, but they are limited to delivery and are not responsible for module leadership or assessment.

Dissertation supervisors at level 9 must have a level 9 qualification with a significant element of independent research and/or significant supervision experience at level 9.

15.2.3 Appointment Process

When an appointment is determined, a confidential 'offer of employment contract' will be forwarded to the successful applicant. The contract will clearly outline:

- o Lines of responsibility
- o Reporting lines
- o Duties
- o Remuneration
- o Hours of work
- o Length of contract
- o Sick leave and annual leave entitlements (if applicable)
- o Confidentiality of agreement
- o If Garda Vetting needs to be arranged.

Once the prospective employee accepts the contract by signing the offer letter, an executed copy of the contract will be delivered to the new employee prior to their start date and a copy retained in the employee's file.

15.2.4 Initial Workplace Induction

All new staff will undergo an induction to help orient them to being a part of HID and to acquaint them with their relevant roles and responsibilities.

Induction will include an introduction to the HID Quality Assurance Manual.

The new staff member's immediate manager or supervisor is responsible for the induction:

- o Planning and delivering the workplace induction to ensure it appropriately covers issues the staff member will deal with within their work area and supporting the staff member through their probation process.

- o Ensuring the new employees has a copy of the HID Quality Assurance Manual, is familiar with its features and aware of its importance as a key governing document of HID.
- o Ensuring the new employee has an appropriately prepared workspace.
- o Establishing the employee's e-mail address and log in details
- o Discussing the role/ position description with the employee and clarifying performance expectations, standards and measurements and any special conditions specified in the offer of employment e.g., probation period
- o Explaining the workplace reporting relationships e.g., through provision of an organisation chart
- o Introducing the employee to other staff at HID, especially their direct colleagues and IT staff and providing the employee with a list of names, titles and positions of people who are significant to their role
- o Organising appropriate on-the-job training, such as use of equipment (e.g., computer, fax, and photocopier)
- o Going through the Safety, Health and Welfare Policy.
- o Showing the employee, the location of:
  - ▪ emergency exits and assembly point, emergency information and procedures, emergency equipment, e.g., first aid box, accident report forms.
- o Clarifying start and finish times, breaks etc.
- o Explaining local arrangements for handling of personal problems or complaints including those related to discrimination or harassment.
- o Assigning and explaining the first tasks, indicating where information e.g., written procedures/ help can be obtained.

If appropriate, the manager should consider assigning an existing staff member to mentor the new employee.

15.2.5 Secondary Induction

All staff will have a secondary induction session with either the Dean, Academic or Centre Manager or delegate as appropriate. During this induction, new staff will be given the HID Employee Handbook including salary advice forms, employee policies etc.

15.2.6 Documentation

On completion of the induction process, the manager must submit copies of the following to Human Resources:

- Completed Employment Forms.

- CV with certified transcripts and qualifications.
- Completed Staff Induction Checklist F15.1

15.2.7 New staff support and guidance

- All new academic staff are monitored during the probation period or their first semester of teaching by the Dean, Academic and Centre Manager and/or their delegates.

- For teaching staff, monitoring may include teaching observations by the Academic Programme Director or their delegate. The purpose of the observation is to ensure the new faculty member has a firm grasp of the subject matter, the ability to relate to the learners and required capabilities to deliver programme content in a manner appropriate to the learners and body of knowledge.

- For all staff, monitoring will include awareness of the HID Quality Assurance Manual and a demonstrated ability to implement its elements into the day-to-day operations of HID.

- All new staff members will be provided with feedback regarding their performance as soon as practical and before the end of their probation where their performance is formally evaluated.

15.2.8 Leave Policy and Procedures

- HID acknowledges its responsibilities as an employer for the purposes of the Organising of Working Time Act 1997, the Workplace Relations Act 2015, the Safety, Health and Welfare at Work Act 2005, the Employment Equality Acts 1998-2015 and other Irish legislation.

- HID provides four weeks paid annual leave for full time employees as well as:
  - Public holidays
  - Maternity leave
  - Paternity leave
  - Adoptive leave
  - Sick leave and carers leave
  - Parental leave and
  - Various other types of leave mandated by Irish legislation.

- Fractional staff leave entitlements are pro-rata.

- All leave requests must be made on Application for Leave forms as soon as practical.

- Completed leave requests must be sent to the appropriate line manager for review and confirmation of leave availability before being granted, except for sick leave, which can be done retrospectively.

- In the case of sick leave, staff should notify the appropriate line manager as soon as they are aware that they are going to be absent.

15.2.8 Staff Discipline Procedures

If there are concerns about staff disciplinary issues. In the first instance, the relevant staff's immediate manager will discuss the matter with the Dean, Academic to determine whether the matter can be resolved informally through a discussion with the staff member.

Following a confidential conversation with the Dean, if it is determined that the matter is serious and needs to be reported/ escalated for formal resolution, the staff member will be formally notified of the concerns raised and given fair opportunity to respond to the concerns.

Thereafter, a meeting will be held between the staff member, their immediate manager and the Centre Manager or Dean, Academic as appropriate for a formal discussion about the matter.

After the meeting, a formal incident report including the issues and outcomes of the case will be written and co-signed by all involved. A copy of the report should also be sent to Human Resources.

15.2.9 Potential outcomes from staff disciplinary action

- Incident report, stating facts and outcomes, even if nothing occurs (e.g., if the disciplinary issue is disproven).
- A verbal warning (from the immediate manager).
- A written warning (signed by the Dean, Academic as appropriate and the relevant employee).
- Termination of employment.

All documentation relating to a staff disciplinary action should also be sent to HR for filing in the employee's file.

15.2.10   Staff Grievance Procedure

Any member of staff wishing to make a formal complaint should lodge the complaint with the Dean, Academic.

All complaints are dealt with confidentially and using natural justice principles.

Following an initial interview with the relevant parties, details of the complaint are to be recorded and signed by the staff member and Dean, Academic.

A decision regarding the next steps will be made by the Dean, Academic in liaison with relevant Senior Managers where appropriate to do so. In some instances, the

complainant may be invited to provide testimony concerning their complaint. Where other internal parties e.g., other staff or learners are involved, they too might be invited to attend a meeting to outline their views.

Once all the evidence has been considered, a final decision will be made and conveyed to the staff member who made the complaint and any other internal party to the matter.

If the complainant is unhappy with the decision, s/he has the right to appeal the decision to the Global Operations Director of Holmes Education Group, or delegate.

If the grievance is unresolved following all internal mechanisms being exhausted, the staff member may seek external recourse from an appropriate independent authority such as the Workplace Relations Commission.

15.2.11 Termination of Employment Procedures

When staff leave, the line manager should complete a Termination Advice form and forward it to HR for processing of final entitlements and organisation of termination of access to Holmes Institute Dublin systems.

Arrangements for a statement of service to be provided from Human Resources can be made, if required.

15.2.12 Staff Communication

HID recognises that effective internal communication and a shared understanding of HID's mission, vision and practices is critical to HID's success. To this end, HID communicates with its staff on an ongoing basis through formal and informal processes.

15.2.13 Staff Meetings

- At HID, staff are kept involved and informed of issues that may affect their general employment conditions, including but not limited to proposed changes to operational procedure primarily through staff meetings.
- All staff group meetings are minuted and distributed to stakeholders for their information and confirmation. Minuting of discussions enhances institutional memory and supports the effective monitoring, review and reporting of issues and trends that might arise in these meetings. The Head of Administration is responsible for record keeping general staff meeting minutes while the Dean, Academic is responsible for the record managing of all academic related group meetings.
- Staff meetings take various forms, from team-specific to departmental to all staff meetings and generally occur in group format to maximise operational efficiency.

- HID staff will be provided with adequate opportunity and time to review meeting content and provide feedback to enable participatory and inclusive decision-making.

- Staff meetings will emphasise the importance of the HID quality assurance practices as documented in the HID Quality Assurance Manual.

- In the case of programme management, HID faculty can contribute to programme monitoring and review informally through their participation in the regular meetings. In addition, faculty are invited to provide formal feedback through Module Evaluation Reviews at the end of each semester. Issues related to the design, delivery and teaching of a particular programme are also addressed in Programme Board meetings, where Module Coordinators from each programme discuss and reflect on learner academic progress and outcomes.

15.2.14   Management Meetings and Reports

Management meetings are held monthly. Procedures for the preparation, delivery and resolution of issues from the meetings have been agreed and include formal minute taking, formal communication of decisions taken, and actions proposed, and review of previous actions/decisions. Each Management Board meeting is provided with a progress report on actions from the previous meeting. The Dean, Academic is expected to provide reports including performance statistics as appropriate.

15.2.15   Informal communication processes

Informal communications are generally embedded into ordinary workflows at HID; these include but are not limited to email communications to and between staff and their managers, verbal reports/ discussions amongst staff and communications via the Learning Management Systems.

15.2 Staff Development

15.2.1 Staff Performance Review Policy

- Staff may request an informal performance review at any time with their line manager. The purpose of this meeting is for the exchange of points of view about the progress being made by staff member and to facilitate constructive communication between management and staff.

- A salary review is not conducted during informal performance reviews.

- A formal performance and salary review is undertaken at the end of each calendar year under HID's Performance Management Programme (PMP).

- Individual professional development needs are primarily identified in HID's PMP process.

- For further information about HID's PMP, please refer to the HID Workforce Planning.

15.2.2 Professional Development Policy

HID recognises that staff quality is a critical component for an enhanced learner experience, more so within the learning context. As such, Professional Development (PD) at HID is designed to support and enhance the existing strengths and potential contributions of HID staff, so they can continue to deliver services that support quality learner outcomes.

HID provides a professional development allowance of €1000 per annum for each member of the academic staff to be used for approved scholastic activities such as academic conferences, workshops and upgrading of academic qualifications.

15.2.3 Principles

- Professional development is integrated into planning and management practice.
- There is an annual budget set aside for professional development activities.
- All HID staff have access to Professional Development (PD) opportunities regardless of the nature of their employment.
- Familiarity with, and implementation of, quality assurance practices as documented in the HID Quality Assurance Manual will be a cornerstone of professional development activities.
- Fractional and sessional staff members have a qualifying period of 12 months of service to be entitled to PD and related PD entitlements are paid on a pro rata basis.
- HID allocates financial and other resources to provide its staff with continuous learning and development opportunities which are relevant to their roles at HID and that support staffs' individual career aspirations. This includes financial and in-kind support to participate in structured programmes in Learning and Teaching leading to a qualification under the NFQ.
- Professional development is recognised by HID as a legitimate work activity that enhances workplace productivity and work satisfaction.
- HID will give priority to professional development activities that enhance organisational capacity.

15.2.4 Definitions

Professional development is a purposeful learning activity designed to increase knowledge, skills or capabilities. This may occur through formal or informal learning and may or may not be funded by HID. Examples of professional development activities that may be funded by HID include:

- Staff exchanges.

- Conference and seminars.

- Short programmes.

- Workshops and in-house training.

- Formal studies (through HID or other providers).

- Special projects and research activities.

Professional development activities typically not separately funded by HID, as they form part of employment include:

- Benchmarking projects with peers

- Meetings with industry.

- Professional reading.

- Membership of professional associations.

- Informal mentoring and coaching e.g., peer review of work. E.g., the Peer Review of Teaching programme (PRT) which offers faculty the opportunity to engage voluntarily with senior academics to generate structured feedback about their teaching.

15.2.5 Responsible and Accountable Officers

- Managers are required to ensure adequate professional development opportunities for all staff under them and department heads are ultimately responsible for ensuring that staff have adequate opportunity to participate and appropriately participate in professional development.

- The Senior Management Group will manage the allocation of resources for professional development.

- While HID will endeavour to keep records of professional development undertaken by staff, the onus is on individual staff to keep adequate records of their involvement in professional development, particularly that which involves informal learning.

The Dean, Academic is responsible for maintaining an annual register of all formal professional development undertaken by faculty members.

Section 16: Evaluation of Student Services

16.1 Policy and Procedure

HID is committed to providing a level of student service that will enable each learner to complete his/her programme of study in a supportive, caring environment. It is the Senior Management Group's responsibility to coordinate and lead the Institute's effort to provide adequate and comprehensive services for all learners in an efficient and user-friendly manner.

The best way of evaluating the level of satisfaction with the services provided by the Institute is to provide several avenues for the learners to convey their opinions to the Institute. The following options are in place to give learners an opportunity to evaluate the services provided:

a) Each class has its own Learner Representative. Learner Representatives attend various Institute Boards and Committees throughout the year. This is an opportunity for learners to provide feedback to the Institute, including feedback on Student Services. The Institute responds to all issues raised.

b) Learners can also provide feedback at the end of each module using surveys outlined in Section 12.

c) Individual learners may bring deficiencies in the service provision to the attention of his/her lecturer or Academic Programme Director who in turn will bring the matter to the attention of Student Services and if appropriate, the Centre Manager and then to the Senior Management Group.

d) At the regular Management meetings, the efficiency of Student Services is assessed.

e) The Institute Board of Directors at their regular meetings review the delivery of Student Services in the Institute.

Section 17: Evaluation of Facilities

17.1 Policy and Procedure

It is the policy of HID to provide the facilities necessary for the delivery of its programmes in an environment appropriate for learners at third level. The Centre Manager has specific responsibility for this area. Among his/her duties are the following:

a) To ensure classrooms are adequate in terms of space, heat, light, and seating.

b) To ensure that off campus facilities hired by the Institute are of a standard that meets the learners' needs.

c) To ensure, where possible, that learners have access to canteen facilities.

d) To ensure that sufficient cleaning staff are employed.

e) To liaise with maintenance personnel to ensure that repairs are carried out expeditiously and safely.

f) To monitor Health, Safety and Welfare issues related to facilities in the Institute.

g) All Institute stakeholders are encouraged to bring to the notice of the Centre Manager any concerns/recommendations regarding its facilities.

h) Learners are to bring their concerns/suggestions to the attention of the administration staff or lecturer, who in turn will notify the Centre Manager.

i) Lecturing Staff bring their concerns/suggestions directly to the attention of the Centre Manager.

j) Managers and administrative staff take their concerns/suggestions directly to the Centre Manager.

When a matter of concern or suggestion is brought to the attention of the Centre Manager, s/he considers the issue and prioritises what action (if any) is to be taken.

Some of the actions to be undertaken may involve considerable expense and need the approval of the Senior Management Group. Such approval is sought as soon as is practical to expedite the action required.

When an action is taken because of a concern expressed or a suggestion made by a learner or member of staff, that person is informed of the action taken.

Section 18: Reasonable Accommodations and Mitigating Circumstances

HID is committed to ensuring full and fair access and meaningful participation for all learners including those with specific needs or where exceptional mitigating circumstances temporarily prevent them participating in the academic and/or assessment process.

This policy is informed by the [Policy, Guidelines and Procedures for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities](#) - Disability Advisors Working Network.

18.1   Reasonable Accommodations

In the case of specific needs or an ongoing issue that may affect a learner's performance, the issue must be declared as soon as practicable, with complete and current supporting documentation and a request for specific supports where applicable.

The Registrar's Office will consult with the Programme Director and Student Support to arrange any reasonable accommodations. All supports agreed, including accommodations regarding assessment are formally recorded by the Registrar's Office.

The Registrar's Office is responsible for liaising with the Programme Director to ensure agreed supports in respect of teaching and learning are made available.

18.2 Mitigating Circumstances

Where a learner is temporarily incapacitated, has missed a deadline or there is another factor adversely affecting their performance they must contact their Programme Director or Registrar's Office as soon as possible and apply for mitigating circumstances if appropriate.

Mitigating circumstances are outside of the learner's control and do not include everyday pressures of being a learner such as, academic workload, employment.   Events that could have been reasonably foreseen by the learner holidays, or IT problems are not deemed mitigating circumstances.

Where there is a series of examinations, a learner may not select to take some and apply for mitigation for others, unless there are special circumstances. Where a learner is taken ill just before or during an examination the invigilator should be notified, and the circumstance recorded in the Invigilator's Report. The learner may fill out the Mitigating Circumstances Form on their return.

Where a learner attends an examination, they have deemed themselves fit to take that examination.

Learners must submit a Mitigating Circumstances Form to the Registrar's Office with any supporting documentation via email. Learners should submit this form as soon as possible after the deadline has passed but certainly within 7 days of the deadline date. Please note that any personal documentation submitted in support of the mitigating circumstance request is strictly confidential and access is limited to those who make the decision regarding the case. All cases are reviewed and ruled upon by the Academic Programme Director.

HID strongly advises learners to continue working on their assignment and submit it as soon as possible after the deadline date. This will ensure learners do not accrue substantial academic penalties if their mitigating circumstances are rejected.

18.2.1 Supporting Documentation

The supporting documentation submitted by the learner must be current. Medical certification must be issued by recognised practitioner, dated at the time of the illness and not backdated.

The documentation should cover the following points:
- A description of the circumstance.
- The length of time over which the learner was affected by the circumstance.
- How the circumstance affected the learner's ability to complete their assignments.

All the supporting documentation must be submitted together with the Mitigating Circumstances Form. If the Institute receives a form with no supporting documents, the circumstances can be rejected due to lack of evidence and the learner will be notified accordingly. It is the learner's responsibility to ensure all relevant documentation is submitted. The Institute will base the final decision on the information provided.

18.2.2 Determination of Mitigating Circumstances

The Registrar and Dean, Academic or nominee will meet to consider applications that the Registrar has approved for the consideration of mitigating circumstances. They will determine:

- If the circumstances presented were unforeseen and may have affected performance.
- The degree to which the performance may have been affected.
- The actions taken to mitigate the effect on performance.

Where a case is upheld, outcomes might include:

- The learner is allowed to defer the examination, for a prescribed period.
- Penalties for late submission may be lifted or reduced.
- Consideration will be made in respect of borderline cases, where there is other evidence the learning outcomes have been achieved.

18.2.3 Notification of Approval/ Rejection

HID will notify learners of the outcome within the timescale for feedback of their assignment. All decisions will be communicated to learners using their HID email account.

18.2.4 Where Mitigating Circumstances are rejected

If the mitigating circumstances are not approved, and the assignment is 'late', academic penalties will apply from the first day after the missed deadline to the date of submission. See Section 10.4.1.

18.3   Appeals

All formal decisions are subject to the HID Appeals Policy which can be found in Section 11.

Section 19: Rights and Responsibilities of Learners

19.1 Introduction

HID has a comprehensive suite of policies and procedures to establish the rights and responsibilities of learners and to protect the wellbeing of learners, staff and visitors whilst at the Institute.

19.2 Policy on Code of Conduct

HID are committed to providing a safe and welcoming learning environment, this section lays out the conduct expected of staff, learners, and visitors to HID.

- Inappropriate conduct at HID will not be tolerated. It includes, but is not limited to:
  - disrupting any teaching, study, assessment or research activities or the administration of HID.
  - obstructing any HID staff member, learner or visitor in the performance of his or her duties.
  - damaging or wrongfully dealing with any property belonging to HID.
  - knowingly withholding relevant information or furnishing false or misleading information for purposes connected with academic progression or enrolment or proposed enrolment as a learner.
  - threatening, intimidating or disorderly behaviour.
  - wilfully endangering the health or safety or welfare of a person.
  - compromising the privacy of an individual.
  - compromising the confidentiality of information.
- All allegations of inappropriate conduct received by HID shall be lodged with the Registrar.
- All investigations will be conducted according to due process and HID policies and procedures.
- Learners have the right to appeal a decision in accordance with HID processes.

19.2.1   Equal Opportunity & Prevention of Discrimination and Harassment Policy

HID is committed to creating a learning and working environment where everyone is treated fairly and with respect.

This policy applies to all current and prospective staff, learners and visitors. It applies to all behaviours that occur:

- At HID (even outside normal working hours), and

o During any work or learning activities (including activities that occur offsite).

All staff are responsible for upholding HID's commitment to equal opportunity whether in learner admission, hiring, study or career related activities.

All HID staff and learners are responsible for ensuring that the work and study environment is free from discrimination and harassment.

HID takes strict measures to ensure an environment free of such problems and that disciplinary action will be taken against individuals who breach this policy.

Any incidents involving discrimination or harassment whether verbal or physical should be immediately reported to the Registrar for further investigation.

All investigations will follow due process and principles of natural justice. Appropriate levels of confidentiality will also be maintained.

People who make complaints or provide witness to a discrimination or harassment complaint will not be victimised.

HID does not tolerate discrimination on any of the nine grounds identified in Employment Equality Acts 1998–2015)[13]. HID does not tolerate any form of harassment, including sexual harassment[14].

19.2.2   Cultural Diversity Policy

HID is part of a global network of education providers that attracts learners and staff from around the world. HID's institutional profile is characterised by:

o A community of learners and staff who are culturally diverse, culturally competent and internationally mobile.

o Its location in Ireland – A member of the European Union with English as the principal language.

o Teaching programmes that are of the high quality, that are innovative and global in perspective and relevance.

The diversity of the HID learner and staff population is an asset in the maintenance of excellence in teaching, administration and in the enrichment of daily life. Culturally

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[13] https://www.irishstatutebook.ie/eli/1998/act/21/enacted/en/html

[14] https://www.irishstatutebook.ie/eli/2022/si/106/made/en/print#:~:text=Sexual%20harassment%20is%20defined%20in,40.

inclusive behaviour and activities ensure cultural differences are heard and explored and nurtured.

HID values cultural diversity is committed to:

- Support learners and staff as they achieve a deeper appreciation of their own cultures, as well as greater cross-cultural understanding.
- Provide a teaching and learning environment that values cultural diversity, fosters mutual respect and is responsive to diverse needs.
- Ensure the curriculum is both globally and locally relevant and class examples and case studies are drawn from a variety of countries globally.
- Encourage and facilitate the attainment of cultural intelligence by learners and staff, whether through formal training or other means, to embrace values, attitudes and practices.
- Promote an appreciation of the opportunities for cross-cultural exchange, networking and academic enrichment between all learners and staff in the internationalisation of HID.
- Provide appropriate support structures for all learners, including those required to meet international learners' particular learning and settlement needs.
- Develop and disseminate support service information in a format, which is coherent, easily accessible and appropriate to the needs of the whole Institute community.

Consistent with the Code of Practice for Provision of Programmes of Education and Training to International Learners, HID is committed to providing support services that are culturally appropriate and effectively meet the needs of international learners and staff.

19.2.3   Student Charter

The HID Student Charter lays out what learners can expect and what is expected of them.

HID is committed to cultivating a community where scholarship and personal development are nurtured, innovation and entrepreneurship encouraged and social conscience developed. HID will provide opportunities for students from all backgrounds. Students and staff have a collective responsibility to engage with the programme, participate in college life and respect the services and facilities provided.

The charter is aligned to the Holmes mission, which is to provide a dynamic, student-centred learning environment that fosters rational thought and is committed to and supportive of free intellectual enquiry in the Institute's academic endeavours.

Learners can expect HID to:

- Uphold the Holmes values of: Integrity, Intellectual Freedom, Excellence, Diversity, Equity and Stability

- Provide a collegiate learning environment in which every student, independent of their age, culture, physical and mental health, or financial circumstances, has the opportunity to engage with all aspects of Institute life.

- Ensure that learners are represented at all levels of governance and have the opportunity to meaningfully contribute to the enhancement of the institute.

- Offer high quality modern and relevant academic programmes that prepare learners for life and career.

- Deliver those programmes professionally and with integrity to a high standard supporting students in their development as independent learners.

- Provide fair, authentic and challenging assessment and ensure formative feedback is provided on time to support learning.

- Provide learning activities to support analysis, synthesis, reflection and critical appraisal.

- Provide opportunities to develop transversal skills preparing learners for life and work.

- Provide opportunities for personal development as global citizens with a commitment to equity, inclusion and diversity.

- Provide clear and timely information relating to programme delivery and assessment.

- Provide access to physical facilities to support learning.

- Provide access to support and advice on health and welfare, student life, accommodation, finance and career planning.

- Provide access to clear, accessible written information on all regulations, supports, timetables, examination arrangements, appeals and complaints procedures, and programme information etc.

- Treat all students and staff with respect and courtesy, regardless of gender, ethnicity, religion, age, background, disability, sexuality or any other factor.

HID expects learners to:

- Take responsibility for learning, demonstrate self-motivation and engage fully with the programme of study and all learning opportunities.

- Work with academic integrity.
- Attend all scheduled classes and assessment, support sessions and any meetings arranged by the institute.
- Ensure sufficient time is allocated to undertake directed learning, prepare for assessment and engage in independent study.
- Complete and submit assessed work by stated deadlines, taking into consideration all formative feedback supplied.
- Engage in the personal and professional development opportunities designed to develop global citizens with a commitment to equity, inclusion and diversity.
- Notify the college of any issues that might affect attendance or engagement.
- Keep in communication with the college, programme director and/or student services and seek advice, if required, on academic, personal and welfare issues.
- Interact with staff and colleagues professionally and treat others with respect and courtesy, regardless of gender, marital status, family status, age disability, sexual orientation, race, religion, and membership of the Traveller community.
- Take opportunities to participate in college governance and provide feedback on all aspects of student life to the college.
- Support the college social events, clubs and societies to enhance personal and professional development and the student experience.
- Use the college facilities and resources with respect and consideration for all other users, respecting the physical environment of the Institute.

This Student Charter does not constitute a Charter pursuant to Section 31 of the Universities, Act 1997 and does not impose legal obligations on the part of the Institute.

19.3 Safety, Health and Welfare Policy

Note – this policy applies to both HID and Oxford House (OHC)

Holmes Institute Dublin is committed to the health and safety and welfare of all staff, students and visitors to the HID and OHC campus. HID & OHC comply with the requirements of the Safety, Health and Welfare at Work Act (2005). Compliance with the act can be evidenced through the procedures described below and records kept by the Health, Safety and Welfare Officer.

A copy of this policy is kept in Reception located in Room 201 No2 Merrion Square.

This policy sets out the HID & OHC commitment to the safety, health and welfare of all employees, students, contractors and visitors to the HID & OHC campus.

A risk assessment will be carried out annually and included in the annual review of this policy.

This document was informed by the Safety, Health and Welfare at Work Act (2005).

1. Personnel responsible for safety, health and welfare at HID & OHC
2. Responsibilities of employees and visitors to the campus
3. Training relevant to safety, health and welfare at HID & OHC
4. Safety Equipment – Location and Maintenance Procedures
5. Emergency plans and procedures
6. Contacts and emergency services

19.3.1 Objectives of the Policy and Procedures

- To provide a mechanism to assess and audit the levels of health, safety and welfare at HID & OHC.
- To provide evidence that the policies and procedures at HID & OHC ensure health, safety and welfare health and safety objectives are met and have been considered and documented to support implementation.
- To act as a control document to record updates and enhancements to the Safety, Health and Welfare Policy.
- To identify training requirements that needs to be fulfilled to generate suitably qualified personnel to carry out the policies and procedures contained within the document.

- To provide assurance that compliance with legal requirements for health, safety and welfare are being met or exceeded.

19.3.2 Procedures

The HID & OHC campus comprises two houses No 2 and No 3. These procedures cover both houses and a copy is held in Reception in No 2 at all times.

For Safety, Health and Welfare questions during the working day please go to Reception. For concerns out of office hours call +353 86 195 0541

Personnel Responsible for Safety, Health and Welfare

The Centre Manager is responsible for the development and review of the policy and procedures in this Safety Statement and reports quarterly to the Senior Management Team (SMT). Health, Safety and Welfare is a standing agenda item at SMT meetings.

The Centre Manager is the designated Health, Safety and Welfare Officer for 2022 and 2023.

The Director is responsible for ensuring the resources are available to ensure HID & OHC is compliant with all relevant Safety, Health and Welfare legislation.

Student Services Officer,

- is a designated First Aider and is responsible for maintenance of the First Aid Equipment at Reception in No 2.
- is a designated Fire Warden and is responsible for testing the Fire Alarm Weekly –

Responsibilities of the Health, Safety and Welfare Officer

- Ensuring compliance with safety, health and welfare legislation
- Appointment of Fire Wardens and First Aiders
- Training and certification for Fire Wardens and First Aiders
- Additional Training for COVID 19
- Maintaining all records associated with safety, health and welfare
  - Safety Equipment
  - Training and certification
  - Fire Drills
  - Welfare issues
  - Incident Book
- Maintenance of safety equipment
  - Fire alarms
  - Fire extinguishers

- o Fire Exits and Gates
- o First aid equipment
- Risk Assessment
- Inspections
- Stakeholder consultations

Responsibilities of Staff and Visitors to the Campus

All staff are responsible for:

- Familiarising themselves with this policy
- Familiarising themselves with location of first aid equipment and fire exits
- Undertaking the required health and safety training
- Reporting any:
  - o accident or damage to buildings or equipment
  - o issues with equipment that may compromise safety
  - o issues that may impact on safety, health or welfare
- Ensuring all exits and corridors are clear of any debris or obstructions
- Participate in Fire Drills and guide students during drills or evacuations
- Acting responsibly and professionally whilst on campus

Students and Visitor Responsibilities

Students will be informed of their responsibilities at induction and in the Student Handbook

Visitors will be informed of their responsibilities when signing in at Reception.

All students and visitors will

- Follow instructions in respect of welfare and health and safety issued by a member of HID or OHC staff whilst on the campus. For example, wearing face masks, social distancing, evacuating the building if instructed.
- Act responsibly and professionally at all times
- Do not bring any hazardous material onto campus
- Exercise vigilance for the safety, health and welfare of colleagues, students or visitors to the campus.

Responsibilities for Contractors undertaking work on the HID & OHC Campus

Contractors must submit their Safety Policies and Insurances prior to commencing any on-site work

All work must be carried out in accordance with relevant statutory provisions.

Contractors will be expected to comply with HID & OHC's Policy for Health, Safety and Welfare and must ensure that their own Company's policy is made available to HID & OHC whilst work is being carried out.

All plant and equipment brought onto site by contractors must be safe and in good working order, fitted with any necessary guards and safety devices and with any necessary certificates available for checking.

Any injury sustained by a contractor's employee must be reported immediately to management at HID & OHC.

Contractors must comply with any safety instructions given by HID & OHC management.

HID & OHC must be notified of any material or substance brought onto the premises which has health, fire, or explosive risks. Such materials must be stored and used in accordance with current recommendations.

19.3.3 Training Relevant to Safety, Health and Welfare at HID & OHC

HID & OHC commits to the training and certification of an appropriate number of First Aiders and Fire Wardens for the size of the campus, at least two.

All staff are presented with the safety policy and made aware of their responsibilities at induction. Staff will undergo training in the location of any safety equipment and the procedures in this document.

All students are presented with the safety policy and made aware of their responsibilities at induction and in the student handbook.

All visitors are made aware of the statement when they sign-in to the campus.

The Health, Safety and Welfare Officer will keep records of all training undertaken and ensure there are the requisite numbers of qualified First Aiders and Fire Wardens.

Due to the small size of the Institute a Safety Representative is not practical, instead the views of staff are taken into consideration both through a structured consultation that is undertaken annually or informally as issues arise. Informal consultation may be through suggestions handed in at reception or a formal meeting with the Health, Safety and Welfare Officer if the matter is more serious.

19.3.4 Safety Equipment – Location and Maintenance Procedures

First Aid Boxes

First Aid boxes are held in Reception and in the staff common room.

These are clearly marked and easily accessible.

Any use of the first Aid box will be recorded in the incident book (in Reception) and any material used noted in the inventory log. The Student Services Officer is responsible for ensuring the inventory is maintained. See Appendix 2 below.

There are no medicines in the First Aid box, nor are staff empowered to dispense medication.

Fire Extinguishers

There are Fire Extinguishers placed around the campus and maintained regularly. Fire Wardens are trained in the use of Fire Extinguishers.

Fire Extinguishers should not be moved from their brackets unless being used to extinguish a fire.

Personal Protective Equipment

PPE is supplied by HID & OHC where appropriate. Face masks must be worn when instructed by HID & OHC management. Gloves must be worn when handling certain materials and when cleaning.

Safety, Health and Welfare procedures are covered in induction and are included in all handbooks.

19.4 Associated Policies

19.4.1 Smoking Policy

Smoking is not permitted on campus.

All staff have a legal obligation to comply with the legislation. Smoking is prohibited throughout the workplace with no exceptions. This policy applies to all staff members, consultants, contractors, students and visitors who enter the HID & OHC Campus.

19.4.2 Drugs and Alcohol Policy

The possession, distribution or sale of drugs or any associated materials whilst on HID & OHC property or other off-site locations, will lead to disciplinary action being taken.

If there are reasonable grounds to suspect that a staff member or Contractor or Sub Contractor or student is under the influence of alcohol or drugs (illegal or misused legal

substances), disciplinary action will be taken which may lead to dismissal or withdrawal of the individual concerned.

Alcohol may not be consumed on the campus unless an abstention is given for formally approved social event.

19.4.3 Bullying at Work Policy

Bullying of any kind will not be tolerated. Bullying at work is defined as: 'Persistent criticism and personal abuse, both in public and in private which humiliates and demeans the individual, gradually eroding their sense of self.

Bullying is repeated inappropriate behaviour, whether verbal, physical, or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment, which could reasonably be regarded as undermining the individual's right to dignity at work. An isolated incident of the behaviour described in this definition may be an affront to dignity at work, but as a once off incident is not considered to be bullying.

HID & OHC will strive to ensure that all staff members are free to perform their work in an environment which is free from threat, harassment and intimidation. All complaints of objectionable or offensive behaviour should be made to the Dean, Academic who will give an undertaking to investigate all complaints sensitively and will resolve locally, if possible, the source and cause of.

Section 20: Information and Data Management

20.1 Document Retention Policy and Schedule

20.1.1 Policy

HID is committed to the proper and effective management of all records and data relevant to the operation of the institute both academic, administrative, and corporate. That the procedures are consistent, transparent and that they:

- protect the security and integrity of all records and data held,
- comply with all legal, regulatory, and audit requirements,
- ensure the records and data supports the efficient operations of the institute.

Records and data referred to in this policy includes both digital and hard copy. For the Institutes obligations as a data controller refer to the Institutes Data Protection Policy, Section 20.2.

The scope of this policy includes all records and data, in all formats, received, created, maintained or processed as part of the Institutes operations.

Staff are advised not to maintain records or data on the institutes systems that are not within the scope of this policy.

As a private provider HID is not subject to the Freedom of Information act.

All data created and processed is done so in a manner which safeguards and protects integrity, confidentiality and accessibility of the data, and compliant with legal requirements such as data protection and copyright. HID is licenced by the Irish Copyright Licensing Agency.

The Document Retention Schedule is part of the HID QAM and is subject to periodic review accordingly. Changes made to this policy and/or schedule are subject to the same approval processes as the HID QAM.

20.1.2 Procedures

20.1.2.1   Naming

All files and records will be named using the relevant departments agreed naming conventions which ensures records are accessible and easily retrievable and includes version control where applicable.

20.1.2.2 Storage, Backup and Disposal

The Registrar is responsible for the storage, maintenance and disposal of all academic records and data in compliance of this policy.

The Centre Manager is responsible for the storage, maintenance and disposal of all corporate and financial records and data in compliance of this policy.

Documents are stored and archived either as hard copy or digital copy as appropriate. Where not specified digital storage is assumed.

All records are properly maintained:

- hardcopies are archived in secure cabinets in location free from damp or other potentially damaging environmental factors and
- digital records are encrypted and backed-up regularly.

Disposal is either by confidential shredding or secure deletion of digital records.

Where documents are retained, they are either archived or archived confidentially. Confidential means that access is limited to those with a legitimate reason for access. This is achieved by secure storage of hardcopy data in locked cabinets or by digital encryption as appropriate.

Unnecessary duplication is avoided, and records and data are managed centrally by Registry/the Registrar.

Where records are subject to a legal action disposal is suspended for as long as required by the process. Intentionally destroying or altering a record relevant to such a process may be an offense in law.

Anonymised learner data may be retained for as long as required for administrative/statistical use.

For transferring data outside of the Institute refer to the Data Protection Policy, Section 20.2.

20.1.3 Retention Schedule

Data Type	Legal Requirement / Business Rationale	
Registry/Academic		
Learner Records • Registration and enrolment • Deferral • Attendance etc.	2 years after completion of studies (provided no litigation is initiated during that period). Includes personal details, name, address, date of birth, employment data etc. Statistics may be provided to relevant authorities such as HEA, QQI, DFHERIS etc.	Appraise and evaluate for archiving where relevant otherwise, confidential shredding/secure deletion of digital records.
Minutes of Meetings: • Academic Board • Board of Examiners • Programme Boards • Sub-Committees	Permanent	
Quality Assurance Manual Policies and Procedures	Permanent	
Reports All external reports including: • Access to Validation (Engagement) • Validation • Re-validation • Annual Quality Reports	Permanent	
Correspondence from external bodies relevant to accreditation and/or recognition.	5 Years	

	Duration of studies* plus three years (provided no litigation is initiated during that period) Until relevant summary report is completed by Head of School and accepted by Programme Board	
Programme Feedback • Student/Learner feedback • Lecturer Feedback • Stakeholder Feedback		

Admissions		
Enrolled learners: Application File CAO Applications	Duration of studies* plus three years	Appraise and evaluate for archiving where relevant, otherwise confidential shredding/secure deletion of digital record.
Non-enrolled learners holding unconditional offer: Application File CAO Applications	One year	

Assessment Material		
Examination Papers Assessment Briefs	For the duration of programme, or at least five years whichever is the longest.	Archive
Examination Scripts	18 months form the date of the Board of Examiners. Material that is the subject of a pending Academic Misconduct case or appeal are retained for 18 months following the completion of the process.	Archive Confidential shredding / secure deletion of digital record.

	If required for External Examiner they will be kept until the Board of Examiners is complete. Material that is the subject of an Academic Misconduct case or appeal may be retained for 18 months following the completion of the process. Uncollected material will be disposed of after 6 months.	Confidential shredding / Secure deletion of digital record
Continuous Assessment Material		
Blackboard Shells – containing continuous assessment material	Access will remain open until 18 months after the Board of Examiners.	Secure deletion of digital record
Examination Results Verified Broadsheets	Permanent	Confidential Archive
Documentation relating to: • Learner assessment records • Appeals • Academic Misconduct	Three years after the completion of the learner's registration or completion of any appeal or litigation.	Confidential Archive Confidential shredding / Secure deletion of digital record

Student Services:		
Library Book Catalogue (including digital) Borrowing Records Fines etc.	Updated on an on-going basis	Confidential shredding / Secure deletion of digital record
Counselling Student Files	Counsellor only access – held for 18 months after completion of studies.	Confidential shredding / Secure deletion of digital record

Careers First Destination Statistics	Permanent	Appropriate filing/archive
Student CVs'	Duration of Studies	Confidential shredding / Secure deletion of digital record
Employer database	Updated on an on-going basis	Confidential shredding / Secure deletion of digital record

20.2 Data Protection Policy

HID is firmly committed to maintaining privacy and ensuring that any personal information held about staff, learners and other stakeholders are captured, stored and used in accordance with General Data Protection Regulation (GDPR). GDPR.EU 2018.

20.2.1 Privacy Policy

HID will publish the following Privacy Statement on its website and in Student Handbooks, Programme Guides and any other place prescribed by law. See Section 20.3 below.

The privacy statement informs all of HID's data subjects, and potential data subjects, of how it processes personal data and the legal basis it relies on for doing so. The Statement outlines how HID complies with the principles.

20.2.2 Definitions

Data protection legislation includes several terms with specific legal meanings under the GDPR. The following definitions have been taken from the Data Protection Commission Website[15].

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[15] https://www.dataprotection.ie/en/individuals/data-protection-basics/definition-key-terms

Holmes Institute Dublin, registered as Holmes Institute Ireland Limited, is a data controller under the GDPR and, as such is responsible for deciding how it processes personal data of data subjects and in doing so complies with the GDPR. Under GDPR, HID is obliged to notify data subjects of the information contained within the Statement. The Privacy Statement will be published on the HID website, with links included in all relevant handbooks.

20.2.2.1 Personal Data:

The term 'personal data' means any information concerning or relating to a living person who is either identified or identifiable (such a person is referred to as a 'data subject').

An individual could be identified, directly or indirectly, by reference to an identifier such as a name, an identification number, location data, an online identifier (such as an IP address) or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that individual.

20.2.2.2 Processing

The term "processing" refers to any operation or set of operations performed on personal data. Processing includes storing, collecting, retrieving, using, combining, erasing, and destroying personal data, and can involve automated or manual operations.

20.2.2.3 Data Protection Commission

The "Data Protection Commission" was established by the Data Protection Acts 1988 to 2018 ('the Data Protection Acts'). Under the GDPR and the Data Protection Acts, the Commission is responsible for monitoring the application of the GDPR to protect the rights and freedoms of individuals in relation to processing.

The tasks of the Commission include promoting public awareness and understanding of the risks, rules, safeguards, and rights in relation to processing; handling complaints lodged by data subjects; and cooperating with (which includes sharing information with) other data protection authorities in other EU member states.

20.2.2.4 Data Controller

A "data controller" refers to a person, company, or other body which decides the purposes and methods of processing personal data.

20.2.2.5 Data Processor

A "data processor" refers to a person, company, or other body which processes personal data on behalf of a data controller.

20.2.2.6 Consent and Lawful

Some types of processing are carried out on the basis that the data subject has consented. Under the GDPR, consent to processing must be freely given, specific, and informed. Consent cannot be forced. The data subject is told what purpose(s) their data will be used for. Consent should be evidenced through, for example a 'statement or a clear affirmative action' (e.g. ticking a box).

Consent is not the only lawful basis on which your personal data can be processed. Article 6 of the GDPR sets out the complete list of lawful reasons for processing personal data as:

1. Consent.
2. To carry out a contract.
3. In order for an organisation to meet a legal obligation.
4. Where processing the personal data is necessary to protect the vital interests of a person.
5. Where processing the personal data is necessary for the performance of a task carried out in the public interest.
6. In the legitimate interests of a company/organisation (except where those interests contradict or harm the interests or rights and freedoms of the individual).*

*It is important to note that Article 6(1)(f) provides that the "legitimate interests" reason is not available to public authorities where the processing is being conducted in the exercise of their functions.

20.2.2.7 Profiling

Profiling is any kind of automated processing of personal data that involves analysing or predicting your behaviour, habits or interests.

20.2.2.8 Special Categories of Personal Data

Certain types of sensitive personal data are subject to additional protection under the GDPR. These are listed under Article 9 of the GDPR as "special categories" of personal data. The special categories are:

1. Personal data revealing racial or ethnic origin.
2. Political opinions.
3. Religious or philosophical beliefs.
4. Trade union membership.
5. Genetic data and biometric data processed for the purpose of uniquely identifying a natural person.

6.   Data concerning health.

7.   Data concerning a natural person's sex life or sexual orientation.

Processing of these special categories is prohibited, except in limited circumstances set out in Article 9 of the GDPR.

20.2.2.9 Data Protection Officer (DPO)

The GDPR requires data controllers and data processors to appoint a Data Protection Officer (DPO) in certain circumstances. A data controller can also voluntarily decide to appoint a DPO.

20.2.3 Principles of GDPR

The GDPR sets out principles for processing of personal data. Personal data must:

- Be processed fairly and lawfully
- Be obtained only for one or more specified and lawful purposes and shall not be further processed in any manner incompatible with that purpose or those purposes.
- Be adequate, relevant and not excessive in relation to the purpose or purposes for which they are processed.
- Be accurate and, where necessary, kept up to date.
- Not be kept for longer than is necessary for that purpose or those purposes.
- Be processed in accordance with the rights of data subjects under this Act.
- Be kept secure with appropriate technical and organisational measures to protect against unauthorised or unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data.
- Not be transferred to a country or territory outside the European Economic Area unless that
- country or territory ensures an adequate level of protection for the rights and freedoms of data
- subjects in relation to the processing of personal data.

Data Protection principles mean that HID must collect, use, store, and share your data in accordance with the legal basis for doing so. It must only collect and process the required minimum data for the purpose it is required and only process it for that purpose. HID must keep data secure and store it only for as long as it is legally required, at which point it must then destroy the data in a secure manner. HID must not transfer data to other countries without assuring itself of the measures in place to maintain the security of the data.

20.2.4 HID and GDPR

Holmes Institute Dublin, registered as Holmes Institute Ireland Limited, is a data controller under the GDPR and, as such is responsible for deciding how it processes personal data of data subjects and in doing so complies with the GDPR. Under GDPR, HID is obliged to notify data subjects of the information contained within the Statement. The Privacy Statement is accessible here on the HID website, with links in all relevant handbooks.

20.2.4.1 Legal Obligation

The Institute is legally obliged to share students' personal data with:

- the Department of Social Protection (all students),

- the Department of Justice / Immigration and Naturalisation Service (visa holding students),

- funding bodies (students publicly funded programmes),

- parents or legal guardians (students under 18 years old).

It further has a legal obligation to share students' personal data with QQI, and with the relevant insurance company for purposes of Protection of Enrolled Learners (PEL)

The Institute is legally obliged to provide personal data on staff to the Office of the Revenue Commissioner / Department of Finance.

20.2.4.2 Contract

Where students are on a programme of study that is accredited by an external awarding body, the Institute is required to share personal data of all such students to facilitate certification or registration, in accordance with the Institute contract with the student. In cases where a student's Institute place is funded by their employer or other sponsor, and a contractual arrangement is in place between the employer / sponsor and the Institute, pertaining to the provision of personal data relating to attendance, progression and achievement, the Institute will be obliged to share this data for the performance of the contract. Personal data of staff and or students may be shared with other service providers to enable HID to fulfil its contractual obligations towards student and staff. Such service providers include:

- legal services for arrangements relating to Protection of Enrolled Learners, appeal or complaints, human resource management and employment matters.

- IT services for website development and support, MIS implementation and management and data security matters.

- Health services for the provision of staff or student supports in response to requests from the individual, or in cases where the vital interests of an individual (or third party) warrants it.

- Financial services for collection of fees, administration of payroll, business accounting and auditing.

Where HID uses a third-party provider for the provision of services, the institute retains the role of data controller and is responsible for how personal data is used and processed, except where a data subject subsequently engages in a direct contract with the service provider independent of HID.

20.2.4.3 Legitimate Interest

- Where it is in the legitimate interests of the Institute, personal data may also be shared with third parties. Examples include:

- CRM system provider for the facilitation of recruitment of students

- Plagiarism Detection Software for assurance of academic integrity

- Validation panel members for the fulfilment of validation and review processes as required by awarding bodies

- External Examiners for the purpose of ensuring integrity of assessment and the fair assessment of learners.

- Board of Examiners and members of Academic Board for the completion of required academic governance

- Printers / publishers of graduation materials

- Graduation gowning company for the availability of correct academic dress for staff and students at graduation

- Photographers for filming or photographing corporate / academic events such as graduation

20.3 HID Privacy Statement

As published on the HID website.

Holmes Institute Dublin (HID) respects the privacy and preserves the privacy rights of all those who share information with HID.

Information is collected for a specific purpose and HID commit to only using data for the purpose for which it was collected and retaining that data only for as long as is required for that specific purpose.

The full policy can be found in Section 20 of the Quality Assurance Manual – Information and Data Management.

If you have any questions regarding your data or how it can be accessed, please contact the Data Protection Officer by writing to the institute address or by email to Registrar@hid.ie

This statement explains how we collect, use, share and protect your personal data.

1.1 Personal Data

Personal Data is any information concerning or relating to a living person who is either identified or identifiable, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier (such as an IP address) or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that individual.

The aim of this statement is to inform HID's data subjects, and potential data subjects, of how we process personal data and the legal basis we rely on for doing so.

- the principles of GDPR
- HID in the context of GDPR
- who to contact in HID about your personal data
- what personal data HID collects and how it is used
- sharing personal data
- the arrangements for transfer of data to countries outside of the EEA
- how HID keeps your data safe
- how HID stores personal data and how it's destroyed
- your rights in relation to your personal data

The principles of GDPR state that personal data must:

- Be processed fairly and lawfully
- Be obtained only for one or more specified and lawful purposes and shall not be further processed in
  any manner incompatible with that purpose or those purposes.
- Be adequate, relevant and not excessive in relation to the purpose or purposes for which they

are processed.

- Be accurate and, where necessary, kept up to date.
- Not be kept for longer than is necessary.
- Be processed in accordance with the rights of data subjects under the act.
- Be kept secure with appropriate technical and organisational measures to protect against unauthorised or unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data.
- Not be transferred to a country or territory outside the European Economic Area unless that country or territory ensures an adequate level of protection for the rights and freedoms of data subjects in relation to the processing of personal data.

1.2 HID in the context of the GDPR

Holmes Institute Dublin, registered as Holmes Institute Ireland Limited, is a data controller under the GDPR and, as such is responsible for deciding how it processes personal data of data subjects and in doing so complies with the GDPR. Under GDPR, HID is obliged to notify data subjects of the information contained within the Statement. The Privacy Statement is accessible here on the HID website, with links in all relevant handbooks.

1.3 Who to Contact in HID about your Personal Data

All personal data enquiries, or requests to exercise your rights as a data subject, should be directed to the Registrar, HID 2/3 Merrion Square, Dublin 2. Registrar@hid.ie.

If you are not satisfied with the outcome a complaint may be made to the supervisory authority: Office of the Data Protection Commissioner, 21 Fitzwilliam Square South, Dublin 2, D02 RD28

- Telephone +353 (01) 7650100 or 1 800 437737
- Or by webforms: https://www.dataprotection.ie/en/contact/how-contact-us
- Email info@dataprotection.ie

1.4 Personal Data collected by HID and How it is Used

1.4.1 Website

Data subjects that interact with the HID website will have data collected from them. Data relating to browsing activity, collected through the use of cookies, web beacons and pixel tags and similar technologies, can include:

- IP (internet protocol) address; referring site URL (website address) where the data subject's session started, and details about the data subject's device,

including type (e.g., mobile or tablet), brand, model, operating system name and version, browser name, version, language and protocol, and other unique numbers assigned to a device (e.g., IDFA on iPhone, Google ID on Android);

- details about the pages visited and activities on those pages (e.g., products viewed or purchased, including details of purchases made and the time and duration of visits to pages), page interaction information (such as scrolling, clicks, and mouse-overs), and methods used to browse away from the page;
- using a data subject's IP address, the approximate geolocation (e.g., eircode); and
- events relating to ads served on the data subject, such as the number of ads displayed to the data subject and whether the data subject clicked on an ad.

1.4.2 Marketing

HID will collect personal data for the purpose of informing data subjects of information and events that may be of interest to them where explicit consent to do so has been provided or in the legitimate interests of the business. You may opt out from all marketing information through following the directions contained within that information or contacting the data protection contact detailed in this Statement.

1.4.3 Enquiries About Programmes or Employment Vacancies at HID

When a potential student, an employer or a parent / family member enquires about a programme at HID, or an individual enquires about potential employment in HID, we will need to collect and use personal data from you to respond to your enquiry. This is limited to name, address, and contact telephone number, postal and or email address, education and or employment history. This information is collected on the legal basis that it is within our legitimate interests as a higher education provider and an employer to use this personal data to allow enquirers to receive a response to requests for information.

1.4.4 Applications for Programmes or Employment Vacancies

To apply for a programme of study or an employment vacancy in HID, the Institute will collect personal data to assist in responding to your application, to allow the Institute to check you meet the criteria for admission to the programme or for the vacancy advertised. This is limited to name, address, date of birth, contact telephone number, postal and or email address, education and or employment history nationality, first language, and whether, the applicant is a national of the European Union. Applicants for programmes of study are also requested to provide details of next of kin. Where this is provided, HID accepts that the applicant has secured the consent of the next of kin to provide those details to the Institute for the use in an emergency. Applicants are also encouraged to

disclose any information about their health that we may need to be aware of to make reasonable accommodations. Again, this information is processed based upon contractual necessity. It is disclosed at the discretion of the applicant but may impact on our ability to fulfil the contract and thus render it void if not disclosed at this stage. In some instances, information may be collected through a third party e.g., recruitment agents or the CAO. In such cases HID understands that the applicant has authorised the third party to share the information with HID and to consider the application in the same way as a direct application.

1.4.5 Registering with the Institute and Enrolling on a Programme

To enrol on a programme of study in HID will use the information obtained as part of the application process but will also require gender, term time address (if not already provided), copies of certificates, PPS number, CAO number (if applicable), visa / GNIB card details (if applicable), credit card or payment details, copies of identity documentation, and a photograph of you. This information is collected on the legal basis of contractual necessity, meaning it allows us to take the required steps that would allow us to enter a contract as requested by the data subject. It is also collected for the purpose of fulfilling our legal obligations in respect of visa holding students under immigration legislation and in respect of arrangements for the Protection of Enrolled Learners. Photographs are collected, and a student number is issued, to facilitate the provision of a student card in the legitimate interest of the Institute needing to assure itself of the identity of individuals on Institute premises for health, safety, and welfare purposes and to validate student identity for access to services and completion of examinations and assessments.

1.4.6 As a Registered HID Student

As a registered student HID will collect your personal data to enable us to advise you of services and supports available to you and to communicate with you about any changes in relation to agreements with you e.g., timetable changes. HID will collect personal data for quality assurance monitoring and reporting in respect of student satisfaction, progression, completion, and achievement. This data processing is undertaken on the legal basis of contractual necessity and in Holmes Institute Dublin's legitimate interests as a provider of higher education programmes required to undertake monitoring of the programmes and learner experience. HID will collect the personal data relating to the attendance of individual students in classes and examinations. This data collection is undertaken based on contractual necessity (for examinations and assessments), due to legal obligations (for visa holding students) and based on legitimate interest to facilitate operation of programmes and the Institute. HID collects the images, through the Institute

CCTV system, of all individuals who access HID premises. This is in the legitimate interest of Institute security and the health, safety and welfare of staff, students, and visitors. Furthermore, it is used as a means of ensuring the security, reliability and integrity of examinations and exam processes.

1.4.7 As a Graduate of HID

As a graduate of HID we may collect additional data from you relating to your further study and or employment following graduation. HID will use data collected as part of the enrolment process to facilitate contact with graduates. This is undertaken based on legitimate interests of the Institute as a higher education provider required to monitor the suitability of programmes for employment, the employability of graduates, opportunities for further study within Holmes Institute Dublin. Graduates can opt out from engaging in graduate surveys and receiving information from the Institute through following the instructions provided in the information or advising in writing to the named contact within this Statement.

1.4.8 As an Employee

As an employee of HID the Institute will use the personal data provided through the application process and will also request your PPS Number, bank account details, and next of kin information for use in an emergency. These are collected based on contractual necessity. Where next of kin information is provided, HID accepts that the employee has sought the consent of the named individual for the sharing of their data for this purpose. Personal data of employees may also be used for the effective management and operation of the business. Wherever possible this will be anonymised. Where that is not possible, it will only be shared with those who need to know for the fulfilment of legitimate interests, contractual necessity, or legal obligations. Information about health and wellbeing may be collected during employment, in relation to employee absence or accommodation requests. This is collected and processed to enable the Institute to perform the contract entered. Similarly, information will be collected and processed in relation to professional development, research, and scholarly activity. This is based on the legitimate interests of the Institute where staff development is required to be monitored and reported on to awarding bodies. HID collects the images, through the Institute CCTV system, of all individuals who access HID premises. This is in the legitimate interest of Institute security and the health, safety and welfare of staff, students, and visitors. Furthermore, it is used as a means of ensuring the security, reliability and integrity of examinations and exam processes.

1.4.9 As a Former Employee

On termination of employment with Holmes Institute Dublin, the Institute will retain indefinitely such personal data as is required to continue its fulfilment of legal obligations in respect of record keeping, revenue and payroll records. It will also retain contact details to enable the completion of contractual obligations and based on the legitimate interests of the Institute whereby follow-up communication may be required for the ongoing operation and management of the business. In normal cases, after a period of 12 months following termination of contract, the personal data of former employees will comprise of name, address, telephone number, email address, date of birth, PPSN, payroll history, P60s and P45 statements, dates of employment, details of position(s) held. Performance management records, appraisal records, interview notes, annual leave records, sick leave and medical certification, and records of professional development will normally be securely destroyed 12 months after the termination date. Email accounts, user accounts for HID services will be deactivated immediately, except by mutual agreement, and the account will be closed within 2 weeks of termination.

1.4.10 Visitors to HID

Personal data, including CCTV images, name, contact details and or association, pertaining to visitors to HID will be collected in the legitimate interests of the Institute and also to comply with legal obligations in respect of health, safety and welfare of visitors, students and staff.

1.4.11 All parties

In rare and exceptional circumstances HID may use personal data to protect the vital interests of the student / employee/ visitor. Similarly, HID may use personal data when it is in the public interest

e.g., in cases of reportable incidents or illnesses where a data subject refuses or fails to provide personal data that is required by the Institute for legitimate reason under GDPR, this may impact on the ability of the Institute to fulfil its contractual agreement with you and can result in the cancellation of that contract and the associated provision of service. This will be communicated at the time should the matter arise.

1.5 Sharing Personal Data

As a student or employee of HID we will share your personal data with third parties where there is a lawful bases for doing so. Under the GDPR, the lawful bases are:

1. Consent: the data subject has given clear consent to HID to process their personal data for a specific purpose.

2. Contract: the processing is necessary for a contract HID holds with the data subject, or because the data subject has requested HID to take specific steps before entering a contract e.g., reference checks, communication with INIS.

3. Legal obligation: the processing is necessary for HID to comply with the law.

4. Vital interests: the processing is necessary to protect someone's life.

5. Public task: the processing is necessary for HID to perform a task in the public interest or for HID's official functions, and the task or function has a clear basis in law.

6. Legitimate interests: the processing is necessary for HID's legitimate interests or the legitimate interests of a third party, unless there is a good reason to protect the individual's personal data which overrides those legitimate interests.

1.6 Data Transfer Outside of the EU

In all instances of personal data transfer to countries outside of the EU, Holmes Institute Dublin will seek to agree a transfer, or set of transfers, only where the transfer satisfies one or more of the following:

- The transfer is made with the individual's informed consent.

- The transfer is necessary for the performance of a contract between the individual and the organisation or for pre-contractual steps taken at the individual's request.

- The transfer is necessary for the performance of a contract made in the interests of the individual between the controller and another person.

- The transfer is necessary for important reasons of public interest.

- The transfer is necessary for the establishment, exercise or defence of legal claims.

- The transfer is necessary to protect the vital interests of the data subject or other persons, where the data subject is physically or legally incapable of giving consent; or The transfer is made from a register which under Irish or EU law is intended to provide information to the public (and which is open to consultation by either the public in general or those able to show a legitimate interest in inspecting the register).

1.7 Data Security

Personal data can be breached or compromised when it is lost, damaged, accessed and/or altered by unauthorised sources, used for purposes other than that which it was collected for, retained longer than the purpose warrants, or shared without authorisation or legal basis.

HID implements a range of mechanisms to protect the personal data that it retains. These include:

- Restricted access to personal data to designated roles, relevant to the role and in accordance with the purpose for the data collection.
- Appropriate technical security measures – password protection, encryption, firewalls, back-ups etc.
- Publication and implementation of policies and procedures to protect personal data
- Use of secure physical storage – lockable cabinets and rooms
- The provision of staff training Implementation of data protection audits
- Risk assessment of any third-party data processing on behalf of HID.

1.7.1 Data Storage and Disposal

Personal data is retained only for as long as is necessary to fulfil the purpose it was obtained for and will not be used for purposes beyond that. Retention periods as deletion, archiving or destruction methods are documented in the Institute Records Retentions Policy. Individual responsibilities are assigned for the destruction of data in accordance with the policy. HID takes all reasonable steps to ensure personal data is accurate and up to date. Staff and students are encouraged to notify the relevant department, or the data protection contact in this Statement, of any required updates, or inaccuracies requiring correction in respect of their personal data. Data subjects requiring specific information about their personal data can contact the data protection contact outlined in this Statement. Records and personal data may be retained for a longer period than that specified in retention schedules in cases of internal or external dispute and legal cases.

1.8 Your Rights as a Data Subject

Under GDRP data subjects have increased rights and data controllers are required to notify data subjects of their rights. This Statement seeks to fulfil the obligation for HID to notify you of those rights. Individuals have the right to:

- be informed about the collection and use of their personal data. This is a key transparency requirement under the GDPR.

- withdraw consent, where consent is the legal basis for data processing
- access their personal data (a data subject access request).
- have inaccurate personal data rectified or completed if incomplete.
- have personal data erased (the right to be forgotten) in certain circumstances
- request the restriction or suppression of their personal data, in certain circumstances
- data portability, allowing individuals to reuse their data across different services, where feasible
- object to personal data processing, in certain circumstances

To exercise any of these rights, please use the data protection contact details provided in this Statement. Where we require additional information from you to verify your identity and the legitimacy of the request or to establish the specific reasons for the request to enable HID to respond appropriately, we will do so in a timely manner. There is normally no fee applied in respect of any rights requests.

Section 21: Refund Policy and Procedures

21.1 Refund Policy

If HID is unable to commence, continue or complete the delivery of a programme, tuition fees will be refunded within 15 business days of HID confirming its inability to deliver the programme.

HID has learner protection arrangements in place with respect to enrolled learners on QQI validated programmes in accordance with the Qualifications and Quality Assurance (Education and Training) Act 2012. Refer to the policy on Protection of Enrolled Learners.

If an enrolment is cancelled in writing within 14 days after an unconditional offer letter is signed by the student, then all tuition fees and any deposit will be refunded. If the programme has commenced within that 14-day period, then the learner will be charged for the tuition provided up to the time the formal cancellation notice is received by the institute.

If an enrolment is cancelled more than 28 days prior to commencement of the programme, tuition fees will be refunded, and a cancellation fee applied which is €350 for students applying outside of Ireland, or €100 for students applying from within Ireland.

If an enrolment is cancelled within 28 days of commencement of the programme, or the learner does not commence on the agreed date or withdraws from the programme once it has commenced there will be no refund.

A discretionary refund may be made in exceptional circumstances, e.g., because of serious evidenced illness or family death or other serious circumstance. All such requests will be considered by the Senior Management Group (SMG). Approval is at the sole discretion of HID.

Refund refers to the refund of tuition fees. Fees paid for medical insurance are non-refundable after an insurance booking has been made.

21.2 International Student Refunds

Where a valid student visa application has been refused and documented, the tuition fees paid will be refunded on the receipt of documentary evidence including:

    i.   The original Visa Refusal letter
    ii.   The Visa Appeal Refusal Letter
    iii.   Copy of applicant's passport.

The refund will be made to the person that made the original payment in the source country where the payment originated.

An administration fee of €350 applies. Medical Insurance is not refundable.

Where an applicant submits documents which are found to be fraudulent at any stage of the admissions process, 50% of the fees will be withheld to cover administration costs. Where an applicant holding an unconditional offer (and in the case of international students a student visa,) attempts to register at the college with documents which are found to be fraudulent, the student not be eligible for a refund of any portion of their fees. Holmes takes the verification process very seriously and reserves the right to inform any relevant authority of the attempt to use fraudulent documents.

21.3 The Refund Process

All refund requests must be made on the *Refund Request Form* and must include a reason for the request. The Centre Manager will manage all requests for refund as outlined in this policy.

When a refund is approved, the details of the approval are received by the Head of Academic Administration (or delegate) who will calculate the applicable refund and enter the refunded amount into the Student Management System.

- A print-out from the Student Management System's Payment Requisition Form should then be completed to confirm payment authorisation.

- The Payment Requisition Form will outline how the refunded amount was calculated and will be provided to Finance for review, confirmation, and payment.
- All refunds will only be made to the person that made the original payment in the source country where the payment originated for money laundering purposes.

When a refund is rejected, a letter explaining why the refund request has been rejected will be sent to the person making the application for a refund within 15 business days of the Refund Request.

All refund requests will normally be finalised within 15 business days of receipt of request.

Learners have a right to complain or appeal a HID decision for refund. To do so, any person applying for a refund must access HID's Appeals process.

This policy, and the availability of the Appeals processes, does not remove the right of the person applying for a refund to take action under the relevant consumer protection laws.

Section 22: Academic Integrity Policy and Guidelines

22.1 Introduction

HID is committed to providing a supportive academic environment for all learners and preserve the reputation of the institution.

To develop and sustain a credible and effective scholarly community, students and staff are expected to uphold the fundamental values of academic integrity, which are: honesty, trust, fairness, respect, responsibility and courage, as described in ICAI Fundamental Values of Academic Integrity, 3rd ed 2019.

HID is informed by

- Academic Integrity Guidelines – National Academic Integrity Network (NAIN) QQI[16]

- Generative Artificial Intelligence: Guidelines for Educators – NAIN 2023

- Academic Integrity: National Principles and a Lexicon of Common Terms – NAIN QQI

- Policy Statement on Ensuring Research Integrity in Ireland – IUA 2019

HID use the terminology from the National Principles and Lexicon of Common Terms and define academic integrity as "the commitment to, and demonstration of, honest and moral behaviour in an academic setting".

Academic integrity includes best practice in all areas of academic endeavour by learners, including assessment as covered by this policy. Learners will be informed as to what constitutes academic integrity and supported and guided in ethical decision making and behaviours.

As described in Section 2.2 below, there is a strategic approach in supporting academic integrity and this is explicitly referenced in learner material and supports.

It is the learner's responsibility to ensure all work submitted for assessment, including graphics, tables, formulae, or the representation of ideas in any media, including artefacts such as computer code, properly acknowledges the source of material or ideas not original to the learner.

HID will commit to:

- Cultivate a supportive leaning environment where there is a collegiate relationship between staff and learners.

- Develop programmes which support and cultivate academic skills underpinned by academic integrity and include elements of ethics and integrity in the syllabus.

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[16] https://www.qqi.ie/sites/default/files/2021-11/academic-integrity-guidelines.pdf

- setting assessment tasks which are valid, mitigate against misconduct and reflect actual learning and achievement.

- provide feedback to students to support further learning and the achievement of their goals.

- report suspected misconduct in accordance with these procedures to ensure assessment is consistent, transparent and fair to all students.

- undertake misconduct hearings with respect, to establish the extent of culpability, apply an appropriate penalty and provide students with the supports and information required to ensure future good practice.

- Maintain detailed records of academic misconduct to inform effective prevention policy approaches. Review records and cases for quality assurance and enhancement purposes, informing annual monitoring.

22.1.2 Responsibilities

- The responsibility for demonstrating they have achieved the programme learning outcomes lies with the learner

- The Registrar is responsible for ensuring there is a robust policy, guidelines and systems enable the implementation of this policy and support the staff upholding it.

- The Registrar is responsible for maintaining records of Academic Misconduct and

- The responsibility for cultivating and maintaining a supportive learning environment characterised by academic integrity lies with the Dean and Programme Director.

- The responsibility for ensuring all staff and learners are familiar with this policy, academic integrity support and initiatives and that the knowledge is maintained and current lies with the Dean and Programme Director supported by the Academic Integrity Mentor.

22.1.3 Legislation

In 2019 the Qualifications and Quality Assurance (Education and Training) (Amendment) Act provides a statutory basis for the prosecution of those who facilitate learner cheating. Section 43A of the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 makes it an offence to:

- facilitate a learner to cheat in any way;

- advertise cheating services to learners; and

- publish advertisements for cheating services to learners.

QQI is responsible for bringing prosecutions under this section of the Act.

22.2. Supporting Academic Integrity

HID upholds and protect academic integrity by preventing, detecting and sanctioning academic misconduct.

All staff are kept up to date with the HID policy and procedures relating to academic integrity, and their responsibilities in protecting the institution and its learners from academic misconduct are clearly articulated.

All staff at HID are kept appraised of developments in academic integrity through QQI and the National Academic Integrity Network and staff development in academic integrity. An Academic Integrity Mentor, a member of the academic staff, has the responsibility for ensuring all learners are properly informed in respect of academic integrity, facilitates any initiatives supporting academic integrity and informs staff of any changes to procedures or new initiatives.

All learners have at least two inductions on Academic Integrity in their first semester and are supported in individual modules.

Learners are required to submit a statement with every assignment which clearly states that the work is the students own and submitted with integrity.

All assignments are submitted to the VLE via a text matching algorithm which supports staff in identifying exact and inexact matches between a submitted paper and a particular source material.

The Student Handbook includes details on academic integrity, where to go for supports and instructions on the accepted form of referencing at HID.

22.3 Academic Misconduct

For the purposes of this policy Academic Misconduct describes a behaviour which undermines and corrupts the integrity of the assessment, or any action undertaken to gain an unfair advantage. Academic misconduct includes, but is not limited to plagiarism, collusion, copying, cheating in an examination, impersonation, contract cheating, data fabrication and falsification.

Academic Misconduct also includes:

- The use, misuse or alteration of HID materials or resources so as to make them inaccessible to other users. This may be managed under the disciplinary policy refer to Section 19.

- Falsely declaring circumstances to gain an unfair advantage such as extension to a deadline, additional time in an examination or other accommodation to which the candidate is not entitled.
- The alteration of any document such as a letter or transcript issued by HID.

Whilst academic misconduct may take many forms for the purposes of this policy, they have been arranged into five categories; cheating, plagiarism, collusion, unauthorised content generation and fabrication of data or references in research, these are described below.

22.3.1   Cheating

Cheating can be defined as any action that attempts to gain an unfair advantage by means that undermine values of integrity. In this context cheating includes but is not limited to:

- Possession or use of unauthorised materials such as 'cheat notes' during a test or examination. A cheat note includes information (either on paper or technologically) used for helping to remember facts, formulae and other useful information. Writing of any kind on clothing or any part of the body may be considered to be unauthorised material.
- Having or using an electronic device such as, pagers, smart watches or other systems for personal communication during a test or examination.
- Communicating with another learner during a test or examination regarding its content.
- Looking at or attempting to look at another learner's paper during a test or examination.
- Fraudulently obtaining assessment materials such as examination or test papers prior to the exam.
- Impersonation
  - Undertaking in whole or in part any work required as part of a programme in the place of an enrolled learner, without permission from the provider.
  - Sitting an examination or having someone else sit an exam in place of an enrolled learner, without permission of the provider.

In the case of impersonation, which is a very serious offence both the impersonator and the impersonated are subject to penalty.

- Submitting another's work as the learners own or allowing their own work to be submitted by another.

22.3.2   Plagiarism

Plagiarism is the 'appropriation of another person's ideas, processes, results, or words without giving appropriate credit, including those obtained through confidential review of other's research proposals and manuscripts.'

It is the responsibility of the learner, to ensure and confirm that any work submitted for assessment is that learner's own work. This includes work submitted on behalf of a group see section 22.4.3.

- Plagiarism includes but is not limited to:
  - Presenting work and or ideas taken from other sources without proper acknowledgement
  - Presenting work authored by others, including other learners, friends, family, or work purchased through essay mills or similar.
  - Direct quotation of any source material without proper citation.
  - Improper paraphrasing without acknowledging the source through footnote, appropriate means of citation, and authorship.
  - Failing to cite all sources of information.
  - Submitting papers written by another person.
  - Not acknowledging others in group work, i.e. submitting group work as own.

- Self-plagiarism is the use of one's own previous work, the same or substantially similar, in another context (module or programme) without appropriate citation.
- Auto-Plagiarism is adding insignificant additional data and/ or information to previously submitted work, changing the title, modifying the aim of the work or recalculating results without citation.

22.3.3.   Collusion

Collusion is the undisclosed collaboration of two or more people on an assignment or task, which is supposed to be completed individually.

It is where learners work together or in groups and submit work that is intended to deceive the assessor as to who actually did the assessment.

Other forms of collusion may include:

- Copying from other members while working in a group.

- Contributing less, little or nothing to a group assignment and then claiming an equal share of the marks.
- Learners providing their work to another before submission, or for the purpose of them plagiarising at any time
- Paying another to perform an academic task and passing it off as the learner's own work
- Stealing or acquiring another person's academic work and copying it
- Offering to complete another person's work or seeking payment for completing academic work.

22.3.4   Non-Contribution to Group Assessment

Receiving credit for work undertaken by a group that a learner was assigned to but did not contribute to. The learner does not have to actively misrepresent authorship to lose marks:

- If the learner does not engage, they are simply removed from the group and no mark is assigned.
- If the learner engages but does not contribute and claims credit for others work, then academic misconduct is deemed to have occurred.

HID Group Work Guidelines provides guidance on how individual contributions can be evidenced using the HID Group Work Contribution Record.

Academic Integrity in Group Work

Group work is used at HID is an authentic way of assessing skills such as collaboration, teamwork, time management, negotiation, leadership etc.

Group work is collaboration not collusion. Both collaboration and collusion involve deliberate and active cooperation with other learners. They are distinguished in that collusion is unauthorised collaboration with the intention to deceive the assessor as to who is responsible for the work submitted.

The HID Group Work Guidelines clearly state that candidates should be aware that the whole group is responsible for anything submitted, and only those members formally assigned to the group should contribute, i.e., no outside help.   And that only those who make a meaningful contribution to the group earn credit for that work.

In addition, it is advised that learners ensure they keep records of attendance at meetings, adherence to deadlines, peer contributions and communication. This is compulsory for high stakes group work worth 2.5 ECTS or mare at an award stage.

22.3.5   Unauthorised Content Generation

HID defines Unauthorised Content Generation (UCG) as "the production of academic work, in whole or part, for academic credit, progression or award, whether or not a payment or other favour is involved, using unapproved or undeclared human or technological assistance" (Foltynek et al., 2023)[17].

This may include essay mills, contract cheating, or the abuse of Artificial Intelligence, including using Artificial Intelligence to fabricate data.

Ethical Use of Artificial Intelligence in Education

Generative Artificial intelligence is a rapidly evolving field and could potentially pose challenges for academic integrity. Refer to Section 23.2 for the HID Policy on Generative Artificial Intelligence.

In the context of academic integrity certain tools are normally acceptable for example spelling checkers, thesaurus and proofreading tools.

An Artificial Intelligence tool can be referenced but not listed as an author as it cannot take responsibility for content generated or conclusions, or findings Refer to COPE Guidelines for Authorship and AI by Levene 2023[18].

22.3.6   Falsification and Fabrication

Falsification and fabrication are examples of major misconduct in an education, research or scholarship setting.

Fabrication in the context of research means making up data, experiments, or other significant information in proposing conducting or reporting research.

Falsification includes the forging of educational, research or scholarship content, images, data, equipment or processes in a way that they are inaccurately represented.

This includes:

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[17] https://link.springer.com/article/10.1007/s40979-023-00133-4?trk=public_post_comment-text
[18] https://publicationethics.org/news/artificial-intelligence-and-authorship

- Including false or misleading references in a dissertation.

- Misrepresenting the content or result of a cited reference

- Omitting data or results so that research is not accurately represented.

Refer to Section 25.8.

22.4 Preventing and Detecting Academic Misconduct

Staff are supported to investigate any suspicion of academic misconduct. This includes training in the use of text matching software refer to Sections 10.2 and 10.3.

Smaller class sizes for tutorials provide an opportunity for staff to become familiar with learners writing styles and communication skills. Small group interaction supports the collegiate learning environment. It also ensures academic staff are aware of learner's academic and linguistic abilities.

Presentations are used early in the programme, so learners are given the opportunity to demonstrate their understanding of a topic and answer questions reinforcing their personal grasp of the topic.

An Academic Misconduct Register is maintained as a record of all cases found, and penalties applied. This serves to track incidences of misconduct and provides data evidencing trends to inform effective prevention policy approaches.

22.4.1 Invigilated Examinations and Tests

Where a learner is suspected of cheating in an Examination the Invigilator follows the process as laid out in the Examination Operating Procedures.

The candidate is informed that they are suspected of misconduct. Any material is removed, and the candidate is given a fresh answer book so they may continue their exam. The invigilator writes a report as soon as the incident is discovered and submits the answer books and material to Registry. The examination script is annotated in red ink and sent to the examiner for marking.

Where the evidence is substantial such as the evidenced use of a phone, smartwatch or notes the candidate is informed of the breach and notified of the penalty.

The Broadsheet is annotated, and the Board of Examiners is made aware of the issue and of the proposed penalty which is ratified at the Board.

The Board of Examiners receives a report on the conduct of the examinations which includes a section on breaches of academic Integrity.

The Academic Integrity Mentor includes the learner and their offence on the Academic Misconduct Register.

If the learner does not accept the finding despite clear evidence, they may request an Academic Misconduct Hearing. The learner is advised the panel at the hearing are convened to determine if academic misconduct can be proven or not and suggest a penalty, they do not consider mitigating circumstances. Refer to Section 22.5.

Where a learner is suspected of attempted misconduct, e.g., repeated attempts to communicate, this is addressed by the invigilator during the exam. If the issue persists the candidate may be removed to alternative exam room to complete their exam and the case is dealt with under an attempt to cheat or a disciplinary case, such as disrupting the exam. This will usually be managed by the Dean and/or Programme Director as appropriate.

Learners may appeal the Board of Examiners' decision by accessing the HID Student Complaints and Appeals and processes.

22.4.2 Continuous Assessment

Where a member of staff suspects academic misconduct, they will notify the learner during or after class and give the learner a chance to discuss the issue informally.

If they are satisfied that misconduct has occurred, they will collect evidence which may support the determination. Evidence may include, but is not limited to:

- textual and electronic evidence from the suspected assessment
- the lecturer's own knowledge of the learners academic and linguistic abilities and writing styles.
- the learner's previous assessment profile

The lecturer will discuss the case with the Programme Director and/or Academic Integrity Mentor as appropriate. If it is agreed that academic misconduct is beyond reasonable doubt and where it is a minor and first office, and the evidence is clear, then a penalty is imposed and the learner is notified in writing, normally by email to their HID email account.

A note of the incident and penalty will be added to the Academic Misconduct Register.

The learner may accept the penalty or appeal to the Programme Director or Academic Integrity Mentor. In this case and before convening an Academic Misconduct Hearing the Programme Director may offer the learner an opportunity to demonstrate their work is their own in the form of a *viva* with the Module Leader attended by the Academic Integrity

Mentor. Where the learner is successful the penalty may be revised, where they are not successful this may be produced as further evidence of academic misconduct and the learner informed that the outcome will be made available to the Academic Misconduct Hearing.

22.4.3   Group Work

Where there is evidence of Academic Misconduct in Group work the penally applies to all members for that group in the first instance. Any member of the group that does not concur with the penalty applied is given an opportunity to state their case and demonstrate their achievement of the learning outcomes. Groups are advised in the HID Guidelines for Group Work that they have a collective responsibility to ensure the work submitted on their behalf has been undertaken in the spirit of academic integrity. The HID Group Work Guidelines specify:

To ensure academic integrity in group work the group should:

- be aware that the whole group is responsible for anything submitted, and only those members formally assigned to the group should contribute, i.e., no outside help.
- prepare a group contract that clearly states an individual will not share the work with anybody else and will not plagiarise,
- agree how work is cited at the outset,
- ensure learners have the opportunity to review all contributions to the work paying particular attention to references and citations,
- ensure there is enough time allocated to tasks, so learners are not rushed into taking short cuts.

The group contract should set expectations, clarify roles and responsibilities and deadlines and agree academic integrity standards.

"Where the product of group work is found to have some element of academic misconduct then each member of the group will have an opportunity to demonstrate the integrity of their work".

A note of the incident and penalty will be added to the Academic Misconduct Register.

22.5 Academic Misconduct Hearing

An Academic Misconduct Hearing is convened to hear serious cases of Academic Misconduct or consider penalties for repeat offences.

The Academic Misconduct Hearing Panel are guided by the Framework for Academic Misconduct Investigation and Case Management – NAIN[19].

The Panel receives the evidence presented by the Academic Integrity Mentor or Programme Director as appropriate. This is collated by the lecturer with the advice of the Academic Integrity Mentor or Programme Director and the candidate is informed that the case has been referred for an Academic Misconduct Hearing.

The Panel may ask for further evidence or investigation and refer back to the Programme Director as required. The panel makes a judgment on the merits of the case:

- The Panel decides there is sufficient evidence, Registry will write to the candidate telling them of the date and time of the Hearing and advising them they may be accompanied by a classmate, Class Representative or Student Services.
- The Panel decides there is not sufficient evidence, Registry will write to the candidate telling them the case is closed and notifying stakeholders and offering supports where required.

The accompanying person is present to provide support to the candidate, they may not answer questions on the candidate's behalf. They may take notes but not record the hearing.

A candidate may agree academic misconduct has occurred and accept the penalty where the penalty is known, in that case a hearing is not required. However, in the most serious cases a hearing should take place to determine an appropriate penalty.

The Panel hearing lays out the case and explains why there is case to answer. The candidate is given time to demonstrate how they developed their assignment.

The Panel decides based on the balance of probabilities, which itself is based on 'clear and convincing evidence' that it is more likely than not that the allegation is true.

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[19] https://www.qqi.ie/sites/default/files/2023-09/NAIN%20Framework%20for%20%20Academic%20Misconduct%20Investigation%20and%20Case%20Management%202023.pdf

The candidate is informed of the outcome of the hearing in writing within 5 working days of the hearing and a deadline will be clearly laid out for the

The minutes of the hearing are held by Registry and any penalty is recorded in the Academic Misconduct Register.

When considering penalties the panel may take into consideration:

- The extent of the alleged academic misconduct
- Any previous record of academic misconduct
- The evidence available
- Any admission of guilt
- The learner's stage in the programme
- Professional, Regulatory, Statutory Body requirements, if applicable.
- The impact of the alleged misconduct on the learner's overall result.

Learners may appeal the Panel's decision by accessing the HID Student Complaints and Appeals and process.

22.6 Consequences of Academic Misconduct

Academic Misconduct is a serious offence as it undermines academic integrity, the trust between learner and tutor and the collegiality of the learning environment if leaners are attempting to gain unfair advantage and the reputation of HID as a whole.

Penalties are determined on a case-by-case basis and depend on the severity of the incident, its consequences, whether it is a low or high stakes assessment, the assessment modality, if it is a first or subsequent offence and any extenuating circumstances.

Penalties for Academic Misconduct are designed to be:

- Proportionate to the nature and scale of the offence
- Formative to support the learner and prevent further breaches academic integrity
- Ensure learners demonstrate their own achievement of the learning outcomes
- Have a punitive element to stress the seriousness of the incident.

The penalties for minor first-time offences are normally determined between the lecturer and Programme Directed guided by the Academic Integrity Mentor.

More serious offences are determined by a panel after an Academic Misconduct Hearing.

A penalty rubric used to guide the process can be found below.

Revoking an Award

Most academic penalties are time limited to the duration of the learner's registration at HID. However, if it is found that significant academic misconduct was undertaken in a dissertation at Level 9 then the award of master's may be revoked in consultation with the awarding body.

HID reserve the right to use thesis for non-commercial educational, teaching and research purposes, including making the thesis available to the public, refer to Section 25.9. Therefore, plagiarised work or fabricated data will be in the public domain and if it is found to be fraudulent even after the award has been made, will undermine the integrity of the award and damage the reputation of both the provider, HID and recipient of that award.

Academic Integrity Penalty Rubrics

Penalties for Academic Misconduct

There are various levels of academic misconduct. These inform the extent of any penalty applied as a consequence of Academic Misconduct. HID take a formative approach, the consequence of academic misconduct includes a formative element as well as a punitive element. For the purposes of applying penalties the following categories are used:

- Poor Academic Practice
- Minor Academic Misconduct
- Major Academic Misconduct
- Severe Academic Misconduct

Poor Academic Practice

- The incident is noted on the register
- The student must undertake Academic Integrity Training
- The assignment is corrected removing all elements deemed to have been poor practice and resubmitted within an agreed timeframe. A determination is made with the Programme Director if the marks are to be reduced. Normally a late submission penalty will be applied.

Minor Academic Misconduct (First Offence)

- The incident is recorded on the register and a written warning issued.
- The student must undertake Academic Integrity Training
- The assignment is recorded as 0 and resubmitted for a capped mark of 40%.

Major Academic Misconduct (First Offence)

- The incident is recorded on the register and a warning issued.
- The student must undertake Academic Integrity Training
- The module is recorded as 0 and repeated for a capped mark of 40%.

Repeated Academic Misconduct

Repeated incidents of Academic Misconduct whether minor or major is deemed to be serious and the cases are referred to a panel. Penalties available to a panel include resit for all modules in a semester.

Severe Academic Misconduct

- Cases of repeated major incidents, or severe misconduct such as personation will be referred to the Dean who will convene an Academic Misconduct Hearing to investigate and determine an appropriate penalty.
- The learner may be suspended during the investigation and may face expulsion if the case is found.

Guidelines

Poor Academic Practice is characterised by poor scholarship or careless referencing

Minor Academic Misconduct is characterised by some elements of plagiarism or collusion apparent in the work.

Major Academic Misconduct is submitting an assessment that is not the students own work and passing it off as if it were. Bringing notes into an exam etc.

Serious academic misconduct is where lessons are not learned, and the behaviours are repeated reinforcing the offence.

Severe Academic Misconduct includes persistent cheating and undermining the assessment process. Personation, fabrication of research data or facilitating the cheating of other learners.

Note:

[The facilitation of learner cheating is a threat to the integrity, standards and reputation of Irish education and training.](#)

Section 43A of the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 makes it an offence to:

- facilitate a learner to cheat in any way;
- advertise cheating services to learners; and
- publish advertisements for cheating services to learners.

Section 23: The Learning Environment

23.1 Introduction

The HID learning environment comprises:

- A welcoming, respectful, and supportive culture
- A dynamic student-centred academic environment that challenges learners to think critically, value intellectual enquiry and promotes autonomous learning
- A flexible learning space with access to effective learning resources and responsive to diverse needs

HID aims to provide a learning environment that promotes autonomous learning, while providing appropriate resources and support to learners. HID's teaching and learning practices and services are designed and reviewed to promote learning opportunities using a variety of modalities such as group work, reflective practice, skills development, personal development, assignment writing, and the use of case studies to illustrate learning points. HID commits to routinely monitor physical and pedagogical aspects of its learning environment as well as its learners' experience and performance outcomes such as grades, progression and completion rates. HID will benchmark these KPIs against available data, HEA reports etc.

HID will evaluate the delivery of programmes through its monitoring and evaluation activities such as Module Evaluation Surveys by learners, Module Review and Development Plans by lecturers, uptake of resources and other quality assurance mechanisms as described in Sections 8.4 and 12.

Attendance at all scheduled classes (lectures and tutorials) is expected. By attending lectures and actively participating in tutorials learners will benefit most from the programmes. Lectures provide the basis of the knowledge required to successfully complete a module and tutorials are forums for discussion, sharing of ideas and the reinforcement of the material presented in the lectures. Below are examples of some of the different modes of delivering content that HID will use:

Lectures - Lectures will provide the basis of the knowledge required to successfully complete a module. Learners are encouraged to familiarize themselves with relevant lecture materials as well as with assigned readings for the particular lecture in their own time, and prior to each class. This expectation is consistent with HID's intention to encourage learners to be autonomous learners as part of their personal and academic growth.

Technology Enhanced Learning - HID's learning approach involves learners being granted access to a range of e-learning resources on the Virtual Learning Environment Blackboard. These resources provide supplementary learning materials that learners can access in addition to lectures. These resources will complement lecture material and include examples of the practical application of knowledge.

Tutorial – Tutorials will be undertaken in smaller groups than lectures, usually less than 25 learners. Tutorials are forums to encourage discussion and collaboration, the sharing of ideas and the reinforcement of the material presented in the lectures. Learners will normally have access to and be expected to review tutorial questions prior to class. This ensures learners have an opportunity to gain feedback on their work in class to get the most out of their studies. The structure of tutorials also supports the formative assessment of modules.

23.2   Generative Artificial Intelligence

HID is aligned with the Holmes Institute institutional position on Generative Artificial Intelligence (GenAI):

Holmes Institute supports the responsible intellectual and ethical use of artificial intelligence and related technologies (AI) in education activities and resources, subject to the condition of academic integrity. AI offers teachers and students intellectual and ethical opportunities and risks. Students can use AI along with other learning resources to help them prepare assessments. In certain contexts, teachers or units may limit the use of AI or other resources in teaching and assessment. When used AI and other technologies must be appropriately referenced using standard Holmes Institute referencing protocols. If students submit assessment produced by a third party (paid or unpaid, including human or AI) as their own work, then this is a form of academic misconduct.

And is informed by:

- Generative Artificial Intelligence: Guidelines for Educators – NAIN July 2023
- TEQSA HE Good Practice Hub

For the purposes of this policy HID uses the definition from The Artificial Intelligence Act - Regulation (EU) 2024/1689:

"Artificial intelligence system' (AI system) means a system that is designed to operate with a certain level of autonomy and that, based on machine and/or human-provided data and inputs, infers how to achieve a given set of human-defined objectives using machine learning and/or logic- and knowledge based approaches, and produces system-generated

outputs such as content (generative AI systems), predictions, recommendations or decisions , influencing the environments with which the AI system interacts."

Policy:

HID acknowledges that GenAI is a swiftly evolving and developing field and policies and procedures will require regular review to ensure currency and effectiveness and an ethical basis for the use of GenAI tools, supporting learners to build their own self-awareness and knowledge, and avoid breaches of academic integrity.

- HID is committed to working with the wider Holmes Education Group in keeping informed of advances in GenAI that may impact on programme delivery.
- HID will ensure lecturers are informed of advances in GenAI tools which are relevant to the programmes delivered by HID.
- Staff and learners are informed of the limitations of GenAI and advised to critically evaluate output.
- All learners are informed of their obligations in respect of Academic integrity and how GenAI may impact on academic integrity.
- Where the use of GenAI is permitted in the production of an assessment this must clearly specified in the Assessment Brief and guidelines provided.
- Where the use of GenAI is not permitted in the production of an assessment this must explained and the emphasis on the assessment as to what is required for the learner to do to demonstrate their achievement of the learning outcome.
- Where learners use GenAI in the production of course work this must be clearly and properly acknowledged.
- Where learners are citing content generated by GenAI it is properly cited in the format agreed by the lecturer and shared in the Student Handbook.

All Learners are bound by the Code of Conduct and Student Charter, see section 19.

23.3   HID Academic Framework

HID operates an Academic Framework based on three trimesters per calendar year. Taught programmes are delivered over two semesters per academic year and modules are delivered and taken in the order indicated in the appropriate Approved Programme Schedule.

- Fulltime undergraduates take two semesters (60 ECTS) per calendar year.
- Part time undergraduates take two semesters (40 ECTS) per calendar year.
- Fulltime postgraduates take three semesters (90 ECTS) per calendar year.
- Part time postgraduates take 6 semesters (90 ECTS) over 2 calendar years.

The term **semester** is used in learner facing literature and learners progress through the programme in stages.

A semester is 15 weeks in duration, and comprises:

- 12 Teaching weeks (TW)
- 1 Reading week (RW), E and S only.
- 1 Study week (SW)
- 1 Exam week (EW)

A stage comprises two semesters for full time undergraduates, each stage at 60 ECTS.

Part-time undergraduates will normally take 40 ECTS per academic year.

A stage comprises three semesters for postgraduates, each stage at 90 ECTS.

- There is an inter-semester break of not less than 2 weeks between semesters.
- There is a long break of not less than 15 weeks between stages.

Learners are given at least three weeks from the release of results at the end of a stage before repeats are arranged.

Modules are taught within a semester, usually 30 ECTS per semester. In the fulltime mode 5 credit modules are taught 3 hours per week in a ratio of 2:1 lecture to tutorial and 10 credit modules will have 3 lectures and 2 tutorials.

23.4 Physical premises, equipment and facilities

The adequacy of sustainable physical resources for programme delivery, learning and leisure is ensured by the Senior Management Team. The Campus Director is responsible for maintaining the facilities and overseeing the Evaluation of Facilities (Section 17.1) for review by Academic Board and the Senior Management Team as required.

This Section has been informed by:

- ESG Standard 1.6: Learning Resources and Student Support Standard: *Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.*
- Statutory Quality Assurance Guidelines developed by QQI for use by all Providers

- Section 5.4 (d) Learning Environments - Physical premises, equipment and facilities
- Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis – Appendix A
- Qualifications and Quality Assurance (Education and Training) Act 2012 (Capacity and Capability Criteria) Regulations 2024[20]

See also: Section 17.1   Evaluation of Facilities

Facilities available at HID include:

Computer Networks and IT Facilities **-** Industrial-strength, authenticated wireless networks are available to staff and learners. Fixed line computers, wireless networks, printing, photocopying and scanning.

Learner and staff access to:

- Holmes webmail address through which official correspondence is communicated.
- Blackboard, Holmes' Learning Management System (LMS) where programme learning resources are located and
- LUNA, Holmes' student management system from which learners can self-manage their enrolment e.g., change personal or emergency contact details, pay fees and/or self-enrol.

Audio-visual Equipment

All teaching spaces are equipped with audio-visual equipment usually a laptop or fixed PC and High-Definition screen and whiteboards.

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[20] https://www.irishstatutebook.ie/eli/2024/si/427/made/en/pdf

Resource Centre

The Resource Centre has Library facilities equipped with hardcopy reference copies of the prescribed books and supplementary resources.

There is also access to electronic databases such as ProQuest and Pro-quest E-Books.

Building Security

HID has a Reception area open during business hours and the building is regularly patrolled to ensure learner and staff safety.

Student Lounges

Holmes Institute provides learners with comfortable areas for learners to meet with others, relax and for group work. These lounges include kitchen facilities with microwaves and seating areas. Information about social activities occurring around the campus and in the city are also provided to enable learners to gain a sense of community arguably necessary for learner engagement and ultimately success.

Maintenance of facilities and learning environment

The Centre Manager is responsible for ensuring physical facilities and resources are sufficient for successful programme delivery. The Dean, Academic and Programme Directors are responsible for ensuring the adequacy of learning resources. In maintaining Holmes' learning environment, designated staff, are required to present reports to the Senior Management Group about any deficiencies identified to enable corrective action to be taken. Reporting is expected to be pro-active to enable timely remediation of issues.

23. 5 Approval of Additional Physical Premises

Policy:

Where additional or supplementary teaching premises are required, the following criteria must be fulfilled:

- Academic Review for suitability as part of the HID Learning Environment
- Confirmation if the space subject to accreditor approval
- Campus Director review for health & safety, access, and upkeep
- Corporate approval in respect of lease.

Responsibility:

The Campus Director is responsible for identifying and overseeing any additional space requirements.

Procedures:

Once identified the proposed space must be reviewed for suitability including, in the first instance, proximity to main campus.

The proposed facilities are reviewed by the by the Dean or delegated to Programme Director.

- If the proposed space is sufficient for the identified need
- If the proposed space is adequate in terms of heat, light, and seating to include tablet or desk space.
- If the audio-visual arrangements are suitable, facility for laptop and projection. Facility to play both audio and visual, and whiteboard if required.
- Is there sufficient breakout space for learners to congregate to wait without disrupting teaching.

The Campus Director then assesses:

- Access to the building including disability access.
- Access to Toilets
- Fire Escapes
- Break out areas.
- Review cleaning and security
- Review the Health and Safety procedures.

When the proposed space has been reviewed and if approved by the College Director the approval is recorded for each programme the space may be used for.

Where the space is subject to accreditor approval it is the responsibility of the Dean to manage the approval process reporting to the Academic Board.

Section 24   Protection of Enrolled Learners

HID is subject to Part 6 (Sections 64-67) of the Qualifications and Quality Assurance (Education and Training) Act 2012, which ensures all enrolled learners can complete their enrolled programme or have refunded the moneys most recently paid in respect of tuition fees and any other fees which relate to the provision of education, training and related services.

24.1 Purpose

This policy ensures that:

- Learners have an opportunity to complete a programme leading to an award, or
- Learners are refunded the moneys most recently paid if a programme ends before they complete it, and
- Learners are provided with adequate and accurate information about the programme and about the protection in place for them in event that HID does not provide the programme for any reason.

24.2 Definitions

Enrolled learner means a learner who has enrolled in a programme of education and training and includes those who have paid a deposit for a programme.

24.3 Principles

- HID is committed to ensuring that there is a mechanism in place for the Protection of Enrolled Learners for each named programme prior to commencement.
- The Protection of Enrolled Learner policy is in line with national legislation and the QQI Policy - Protection of Enrolled Learners (PEL): Protocols for the Implementation of Part 6 of the 2012 Act -Guidelines for Providers[21].

24.4 Protection of Enrolled Learners Procedure

The details of the arrangements for Protection of Enrolled Learners that the HID has in place, in accordance with Section 65(4) of the 2012 Act, are made available to prospective learners prior to enrolment and in all programme handbooks.

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[21] https://www.qqi.ie/sites/default/files/2021-09/protection-of-enrolled-learners-protocols-for-the-implementation-of-part-6-of-the-2012-act-guidelines-for-providers.pdf

24.5 Responsibility

- The Board of Directors are responsible for this policy and its implementation.
- The Senior Management Group (SMG) is responsible for updating documentation relating to the Protection of Enrolled Learners Policy and ensuring it is appropriately published.

24.6 Policy Statements

Before commencing the Programme and accepting any payment on behalf of an enrolled learner in respect of that Programme, HID will notify the enrolled learner in writing of the following:

- The name of the awarding body or, where appropriate, awarding bodies making the award,
- the title of the programme and the award to which it leads, and
- whether the award is recognised within the NFQ, and if so:
  - the level of that recognition within the NFQ, and
  - whether the award is a Major, Minor, Special Purpose or Supplemental award as identified within the NFQ;
- Where HID is required to have procedures for access, transfer and progression in place under section 56, a statement of how those procedures apply to that programme;
- the details of the arrangements for PEL that HID has in place in accordance with Section 65(4) of the Act.

In accordance with Section 67(2) of the Act, HID will notify the enrolled learner in writing of any change in the information notified to the learner under subsection (1) within 14 days after becoming aware of that change.

HID will provide written advice to the QQI the details of Protection of Enrolled Learners arrangements for each programme delivered by HID.

HID will provide written confirmation to the QQI that it is satisfied that the Protection of Enrolled Learners arrangements are adequate and meet legal requirements.

Where practicable, HID will assist in the accommodation of learners affected by the cessation of a programme.

HID undertakes to strengthen public confidence by minimising risk through appropriate control and monitoring activities, including:

- Designing and delivering programmes in accordance with contractual agreements with the Awarding Body and in compliance with Quality Assurance requirements and guidelines.
- Fulfilling corporate governance and financial reporting and regulatory obligations.
- Conducting risk assessment activities during the programme design stage and programme evaluation stage.

24.7   Legislation and Regulation

Qualifications and Quality Assurance (Education and Training) Act 2012[22]

Standards and Guidelines for Quality Assurance in the European Higher Education Area (2005)[23]

Code of Practice for Provision of Education and Training to International Learners (2015)[24]

QQI - Protection of Enrolled Learners (PEL): Protocols for the Implementation of Part 6 of the 2012 Act Guidelines for Providers[25]

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[22] https://www.irishstatutebook.ie/eli/2012/act/28/enacted/en/print#sec64
[23] https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf
[24] https://www.qqi.ie/sites/default/files/media/file-uploads/Code%20of%20Practice.pdf
[25] https://www.qqi.ie/sites/default/files/2021-09/protection-of-enrolled-learners-protocols-for-the-implementation-of-part-6-of-the-2012-act-guidelines-for-providers.pdf

Section 25:   Research Policy

Research is undertaken at HID as part of validated programmes and managed within modules such as:

- Project at level 8, normally 5 to 10 ECTS.
- Dissertation at Level 9, normally 30 ECTS.

Staff may also be involved in research projects with the wider Holmes Education Group or other bodies. Currently such activities are covered under staff development policies.

The research policy at HID is informed by

- National Strategy for Higher Education to 2030 - Report of the Strategy Group – Hunt Report[26]
- HEA Principles of Good Practice in Research within Irish Higher Education Institutions - HEA 2020[27]

25.1 Introduction

Elements of research are integrated into all HID programmes. Essential to the development of a learning environment, a research ethos promotes curiosity and a culture of inquiry.

Research skills enhance critical thinking, problem solving, time management and support learners in gaining an in depth understanding of the subject of their research. In the information age research skills are critical to ensure learners can navigate information, judge its quality, review and interpret it, analyse data critically, draw meaningful conclusions and make informed decisions.

At HID the research philosophy is aligned with the three core roles of higher education: teaching and learning, research, and engagement. As recommended in the Hunt Report '*Every student should learn in an environment that is informed by research, scholarship and up-to-date practice and knowledge*.'

The learning environment is supported by adopting innovative approaches to research informed teaching, learning and assessment, with an emphasis on developing curiosity, creativity and innovation preparing leaners for employment, further learning and research.

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[26] https://www.gov.ie/en/publication/072a65-national-strategy-for-higher-education-to-2030/#national-strategy-for-higher-education-to-2030

[27] https://hea.ie/policy/research-policy/hea-principles-of-good-practice-in-research-within-irish-higher-education-institutions/

Where primary or secondary research is included in a taught programme it is normally managed within a dissertation or project module which is preceded by a module covering the practice and theory of research normally set as a pre-requisite.

In addition to research methods and techniques the module will include topics such as; research study design, research integrity, research ethics, good research practice, data management, writing for publication and research impact.

All research is subject to the institutes policy on Academic Integrity and actions are taken to address misconduct as appropriate.

25.2 Supervision and Mentoring

All research included in taught programmes is supervised and assessed by an academic supervisor. Where a learner has undertaken some or all of their research in a professional setting, they may have an industry advisor who can guide and advise on the collection of data etc, but the research is supervised and assessed by an academic appointed by HID subject to certain criteria.

- Supervisors are appointed who have an appropriate academic qualification and research experience.
- All supervisors are given an induction to the research modules and briefed on the HID policies on, and management of, Academic Integrity.
- Supervisors are guided by the Dissertation Handbook on the role and responsibility of the supervisor in the supervision and assessment of research.
- Supervisors are supported by the Programme Director and Dean where required.

25.3 Research Integrity

HID are informed by:

- Policy Statement on Ensuring Research Integrity in Ireland – National Forum, 2019[28].
- European Code of Conduct for Research Integrity – ALLEA, Revised 2023 [29]

and define Research Integrity as "t*he performance of research to the highest standards of professionalism and rigour, and to the accuracy and trustworthiness of the research record in publications and elsewhere*".

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[28] https://www.iua.ie/wp-content/uploads/2019/08/IUA_Research_Integrity_in_Ireland_Report_2019.pdf
[29] https://allea.org/code-of-conduct/ Accessed July 2024

Academic integrity in research undertaken as part of a taught programme is overseen by the dissertation or project supervisor supported by the academic team, which includes an Academic Integrity Mentor normally a member of the full-time academic staff.

25.4 Research Ethics

When planning research activity researchers should have due regard for the health, safety and welfare, of the community, of collaborators and others connected with their research.

Research protocols should take account of, and are sensitive to, relevant differences in age, gender, culture, religion, ethnic origin and social class.

Researchers should recognise and manage potential harms and risks relating to their research.

To ensure the above all proposed research is subject to approval through the Research Ethics and Approval Process overseen by the Ethics Screening Group on behalf of the Research Ethics Committee.

25.5 Levels of Ethical Review

Research at HID and managed by HID is focussed on research in taught programmes in the disciplines of business and information systems at levels 8 and 9.

There are two levels of review. Level 1 is subject to approval of the Ethics Screening Group and Level 2 of the Research Ethics Committee. Dissertations involving research on publicly available information is not subject to ethical review.

- Example of Level 1 are proposals that have no contentious issues, such as non-intrusive surveys with non-vulnerable adults.
- Examples of Level 2 includes surveys involving minors or vulnerable adults, or research that could identify illegal activity.

It is anticipated that most research in taught programmes is routine, non-contentious and set at Level 1. See section 25.10.

25.6 Ethics Screening Group and Research Ethics Committee

The Ethics Screening Group comprises the Programme Director, Module Leader for the Research Module and at least one other FT academic. This group is responsible for screening the proposal to assess the ethical implications, and provide guidance, support and approval to researchers on ethical issues.

The Research Ethics Committee is an *ad hoc* committee convened for the purposes of assessing research proposals prior to research being conducted as part of taught programmes at HID. The committee is convened if, and when a proposal is identified during the screening process as requiring further review and approval in respect of its ethical impact. The Research Ethics Committee reports to the Academic Board.

25.7 Research Ethics Review and Approval Process

Stage 1: The draft proposal for the project or dissertation is approved in the pre-requisite research module. Prior to the commencement of the project or dissertation the proposal is revised with the input of supervisor who works with the learner and submits the final proposal to the Ethics Screening Group for review.

The Ethics Screening Group comprises the Programme Director, Module Leader for the Research Module and at least one other FT academic. All research proposals are checked against the Levels of Ethical Review.

Where there are no perceived ethical issues, the proposal is Approved, and the project or dissertation may commence.

Stage 2: Where there are potential ethical issues the Screening Group will set conditions and/or recommendations for changes and provide the opportunity for a further submission.

The committee ensures that any conditions regarding consent and confidentiality for subjects engaging with the research are clearly laid out.

If the research is, for good reason, beyond the scope of the Ethics Screening Group it is referred to The Research Ethics Committee which will be convened by the Dean. It is not anticipated that this committee will be convened very often as most projects and dissertations will normally be at level 1. Learners will have to demonstrate the potential of the research and it merits to justify the convening of the Research Ethics Committee. Outcomes of that committee are: Approved, Approved with Conditions and or Recommendations or Not Approved.

25.8 Research Misconduct:

Definitions for Research Misconduct are taken from the European Code of Conduct for Research Integrity – ALLEA, Revised 2023

- Fabrication of data, i.e. making up results and recording or reporting them.

- Falsification of data, i.e. manipulating research, materials, equipment or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.
- Plagiarism, i.e. the appropriation of another person's ideas, processes, results, or words without giving appropriate credit, including those obtained through confidential review of other's research proposals and manuscripts.

Any such misconduct is investigated and managed under the HID policies for Academic Integrity Section 22.
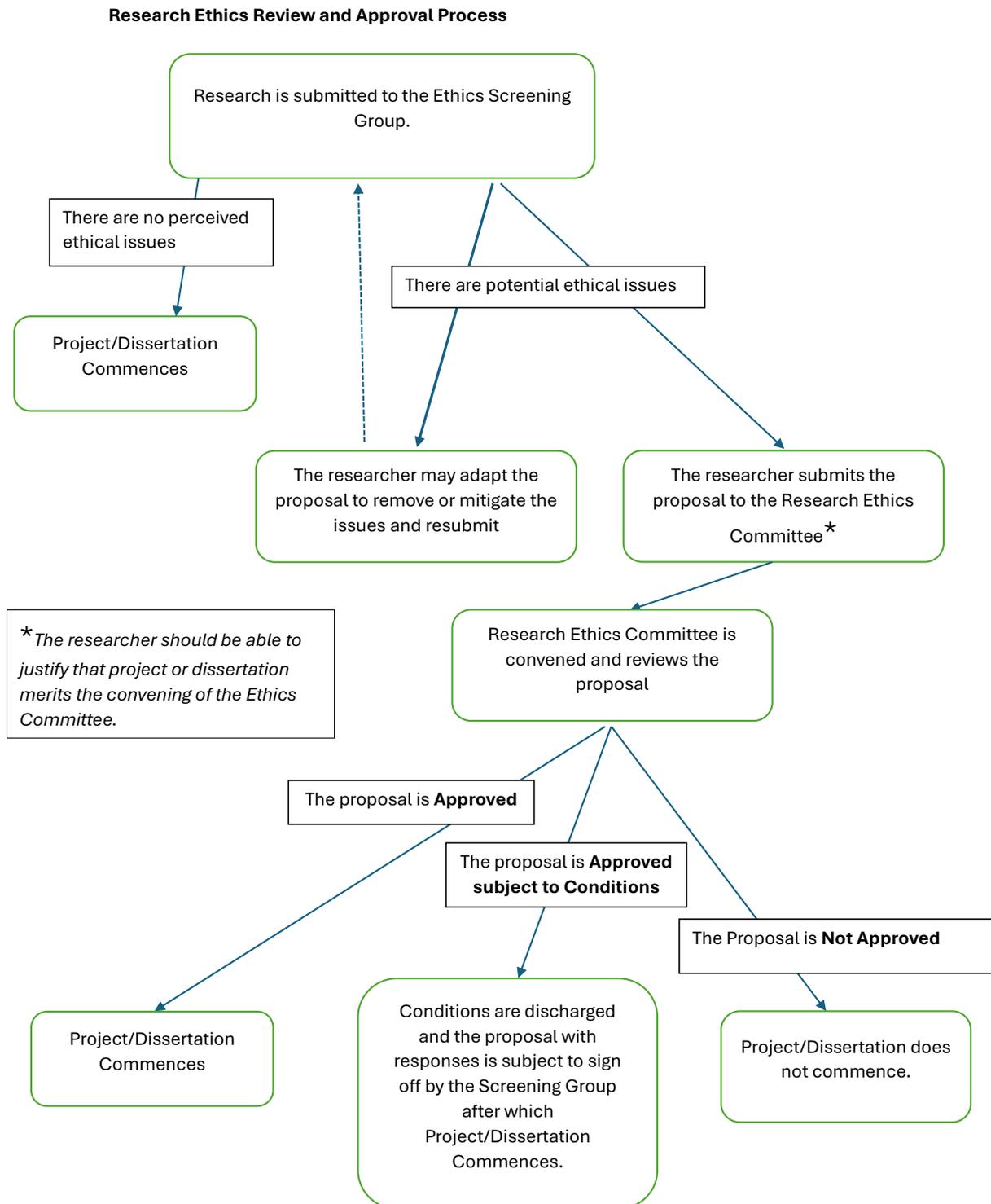
25.9 Intellectual Property

In respect of projects or dissertations all learners are expected to develop their own proposal and carry out their own research. The intellectual property and copyright of a learner's research as part of a project or dissertation resulting in a thesis belongs to the learner, unless there is a contracted agreement to the contrary.

If a learner is engaged in the development of an artefact such as an app that could be exploited commercially it should be clear from the outset that work is the learners own, the supervisor's role is advisory.

Research theses may be made openly available to the public, unless otherwise agreed with HID. HID is deemed to have been granted by the learner a non-exclusive, royalty free, world-wide and irrevocable licence to use and reproduce the theses for non-commercial educational, teaching and research purposes, including making the thesis available to the public.

Research Ethics and Approval Process Flow Diagram

Research Ethics Review and Approval Process

Research is submitted to the Ethics Screening Group.

There are no perceived ethical issues

Project/Dissertation Commences

There are potential ethical issues

The researcher may adapt the proposal to remove or mitigate the issues and resubmit

The researcher submits the proposal to the Research Ethics Committee*

The researcher should be able to justify that project or dissertation merits the convening of the Ethics Committee.

Research Ethics Committee is convened and reviews the proposal

The proposal is **Approved**

The proposal is **Approved subject to Conditions**

The Proposal is **Not Approved**

Project/Dissertation Commences

Conditions are discharged and the proposal with responses is subject to sign off by the Screening Group after which Project/Dissertation Commences.

Project/Dissertation does not commence.

25.10   Levels of Ethical Review

Research on publicly available information is not subject to ethical review.

This list is a guide and is not exhaustive. This has been adapted from TCD Ethics Levels.

Level 1 – Ethics Screening Group

1. Anonymous and other surveys with non-vulnerable adults of a non-intrusive personal nature, including surveys where respondents can be identified and where respondents have given appropriate explicit consent.
2. Unrecorded and anonymous observation of individuals in public areas.
3. Interviews, focus groups or other face to face methods of data collection (consensual) with nonvulnerable adults of a non-intrusive personal nature.
4. Action research (Research initiated to solve an immediate problem or a reflective process of progressive problem solving conducted either by individuals on their own practice or by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve problems, participatory action research).
5. Analysis of irrevocably anonymised and appropriately collected data, that the researcher has permission from the owner to access.

Level 2 – Research Ethics Committee

1. All study types that the participants are vulnerable participants: - minors - adult participants who are purposively recruited from the following groups: who cannot give consent, have communication difficulties, unconscious or very severely ill, terminal illness, mental illness, dementia, prisoners, those who have a dependant relationship with researcher i.e. line manager, part of the care team.
2. Other groups who might not understand the research and consent process Individuals or groups receiving help through the voluntary sector
3. All study types where there is a risk of a participant feeling undue pressure to participate by virtue of his/her relationship with the researcher (e.g. student/supervisor; patient/clinician).
4. Surveys asking questions of a sensitive or private nature.
5. A project involving a justifiable degree of deception.
6. Research where identifiable information obtained may have legal, economic or social consequences for research subjects.
7. Research that may identify illegal activity.
8. Projects where each subject is paid (over and above token gestures).

9. Research that may have a direct military role.
10. Research involving humans or their data, that is not publicly available, conducted outside Ireland.
11. Research where a potentially beneficial or harmful treatment or learning method may be withheld from some participants.

Section 26

In Preparation

Conferring Ceremony

26.2 Diploma Supplement

HID provides a Diploma Supplement to all graduates, which is intended to facilitate the implementation of the Convention on the Recognition of Qualifications Concerning Higher Education in the European Region, Lisbon 1997.

The Diploma Supplement is jointly developed by the Council of Europe, European Commission and UNESCO and an updated version was adopted by the Lisbon Recognition Convention Committee in 2007. The Diploma Supplement was also incorporated in the Europass Framework established by the European Parliament and the Council of Ministers in 2004. The version used by HID was endorsed by the EHEA Ministers in Paris in 2018.

The HID Diploma Supplement provides specific information on the award achieved by the graduate to which the supplement is issued. This information includes:

- Information identifying the holder of the qualification
- Information identifying the qualification
- Information on the level of the qualification
- Information on the contents and results gained
- Information on the function of the qualification
- Programme details including modules studied and the individual marks and credit obtained
- Description of the higher education and training system in Ireland

HID Diploma supplements follow the QQI template and are generated by Registry. The HID Diploma Supplement is aligned to the Diploma Supplement Explanatory Notes – 2020.

The Diploma Supplement is produced in English, is free of charge and is generated automatically at the time the qualification is completed. HID provides a Diploma Supplement to all graduates at or within 4 weeks of the formal conferring ceremony.