



**UNIHAVEN**  
*The Gateway to Opportunity*

## **UniHaven College Academic Programme Handbook**

**2023 - 2024**



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## **1. Welcome and Introduction**

### **1.1. Welcome from Academic Director**

Dear Student,

Welcome to UniHaven College.

We are delighted that you have decided to join UniHaven College and our dedicated staff are here to ensure you are best prepared for this and future steps in your academic career. Our programme is the ideal launching pad for your successful future careers.

A productive and exciting year awaits you on the UniHaven Level 5 Specific Purpose Certificate in International Foundation Studies Programme.

Wishing you every success,

Deirdre McCarton

### **1.2. UniHaven Pathways**

UniHaven College provides international students with a progression pathway to your chosen Higher Education Institution (HEI) from successfully completing a foundation pathway programme with us. 'Uni' represents the university education international students seek and 'Haven' represents the safety and security we provide to students throughout your time with us.

Our focus is to upskill our students in a modern learning environment that is a safe haven where your care is always the priority. By studying with us, you are provided with a pathway to a HEI degree. Successfully completing our foundation pathway programme allows you the opportunity to improve your academic and English language grades in a welcoming and safe study-abroad environment. You will develop many valuable skills at the College that will equip you for study at UniHaven College, study at your chosen university and for life after university.



## 2. Programme Overview

### 2.1. General Overview

The UniHaven College Level 5 Specific Purpose Certificate in International Foundation Studies Programme is a year-long, full-time foundation programme designed to enable international students to progress onto undergraduate programmes in Ireland and abroad. It sits on the National Framework of Qualifications (NFQ) at Level 5 as a Specific Purpose Certificate in International Foundation Studies Award that is awarded by Quality and Qualifications Ireland (QQI). It is split into two pathway streams, each containing three mandatory modules and two of four optional modules. One is for students who wish to study business and social sciences degree programmes and is called the Business and Social Sciences Pathway Stream. The other is designed for those who wish to study the science, engineering and computing degree programmes and is called the Engineering and Sciences Pathway Stream. On successful completion of the programme, irrespective of which pathway stream you have chosen, a Level 5 Specific Purpose Certificate in International Foundation Studies Certificate will be awarded by QQI and you will progress to a place on your undergraduate degree programme of choice with our partner HEIs.

### 2.2. Programme Aims

This programme aims to provide you with the knowledge, skills and competence to successfully progress to year one of an programme of study leading to a qualification at Irish NFQ level 6, 7 or 8 and to prepare you to live and successfully participate in higher education study in Ireland. Specifically, the programme will provide you with

- English language skills for successful participation in a programme of study leading to a qualification at Irish NFQ levels 6, 7 or 8.
- Learning skills including reflective practice and personal development.
- Skills of self-efficacy.
- Knowledge, skills, and culture in specific discipline areas depending on your chosen pathway but including English for Academic Purposes, Mathematics and Intercultural Skills and Communications.
- Cultural awareness of living and studying in Ireland.

### **2.3. Awards and Credits**

This is a 120 FET credit qualification which equates to approximately 60 ECTS with classes taught in person by experienced teachers. The qualification is awarded by Quality and Qualifications Ireland (QQI) as a Level 5 National Framework of Qualifications (NFQ) Certificate in International Foundation Studies award. To obtain the qualification award, students must study and pass all modules taken where a Pass grade is 50%. To progress to their target undergraduate degree, students must have passed the programme, but additional grade requirements may be necessary to progress to certain university qualifications for example medical, engineering and accounting degrees. These will be explained by UniHaven staff to students before they enrol on the programme and will be detailed in the Conditional Offer Letter that they will receive at enrolment.

### **2.4. Programme Learning Outcomes**

On completion of this programme, you will be able to ...

- 1.** Apply a broad range of knowledge in specific subject areas, with an emphasis on the English language, within the student's chosen pathway:
  - Business and Social Science Pathway: English for Academic Purposes; Intercultural Studies and Communications; Mathematics, Information Systems, Business Studies, Global Politics, and Introduction to Social Sciences.
  - Engineering and Science Pathway: English for Academic Purposes; Intercultural Studies and Communications; Mathematics, Physics, Chemistry, Biology and Computer Science.
- 2.** Apply concepts, techniques and models enabling recognition of proficiency in the English language, intercultural diversity, and the requirements of future studies at the undergraduate level.
  - Apply concepts, techniques, and models to subjects within the chosen pathways developing further depth and understanding.
  - Apply concepts, techniques and practices enabling recognition of proficiency in the English language to CEFR B2+ level.
  - Present opinions on Irish/European educational culture facilitating and supporting their studies on an Irish programme of higher education.

- Compare and contrast educational differences between the Irish educational system and that of their own country, how these differences impact their future studies and develop plans to overcome problems as they arise.
  - Apply tools of self-analysis identifying personal competencies and weaknesses and develop plans to overcome those weaknesses in pursuit of successfully studying through a foreign language.
  - Create study plans assisting in the successful completion of the respective programme of study.
- 3.** Identify and apply a broad range of specialized skills and tools for the collection, interpretation and/or presentation of data across a broad range of subject areas within the student's chosen pathway.
  - 4.** Apply concepts, techniques, and theories to identify, interpret and evaluate information to make reasoned judgements and develop and choose from a range of strategies in the students' chosen pathway and subject-related disciplines.
  - 5.** Act in a range of programme-specific contexts, to identify and apply skills and knowledge to a range of cultural issues including an awareness of academic, professional, and scientific related disciplines associated with living and studying in Ireland.
  - 6.** Choose from a variety of experiences to successfully complete tasks by taking initiative and responsibility for one's own learning, individually or within a group, within the context of an academic programme.
  - 7.** Reflect on one's own learning and the acceptance and use of guidance to develop their future learning skills and competence to cope with and participate in a programme of higher education.
  - 8.** Evaluate personal beliefs, values, morals, and ethics within the context of an educational programme and formulate responses and strategies based on reflection and feedback.



## **2.5. Entry Criteria**

### **Entry Requirements**

The entry criteria listed below are designed to ensure that all applicants interested in studying the programme will not only have a reasonable expectation of successfully completing the programme but also doing so in such a way as to meet the entry criteria for the undergraduate degree programme they wish to study at the partner HEI.

#### ***Age***

- Applicants must normally be 17 years old but will be 18 years old by the end of the programme.

#### ***Academic Requirements***

- Applicants must hold a certificate of secondary education at GCSE level or equivalent to include a minimum pass grade in maths and a minimum pass grade in four other subjects. For a detailed list of entry criteria on a country-by-country basis, see the College website.
- Any doubt as to whether the students' presenting academic qualifications will be sufficient for progression to UniHaven College's HEI partner programmes will be discussed with the relevant HEI partner to ensure that their programme entry requirements are not only clarified but are also communicated clearly and accurately to the student before they commit to enrolling on the UniHaven programme.

#### ***English Language Requirements***

- All applicants whose first language is not English and who have not been educated through the medium of English must be able to show English language ability as follows:
  - An English level of Council of Europe B1+ Proficiency Level/IGCSE C/IELTS 5.0 or equivalent.
  - IELTS 5.0 overall with no less than 5.0 in the written component and 4.5 in the listening, speaking, and reading components.
  - In certain circumstances, results in examinations other than those outlined above may be accepted as proof of competence in the English language as decided on by the Academic Director under the oversight of the Admissions Board.





- English language certification must have been awarded within two years of the start date of the programme.

### Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning. RPL encompasses all forms of prior learning, including formal learning, and non-formal learning (learning outside the formal education system), through the workplace and experience.

To comply with QQI requirements, RPL must be considered for any student who wishes to access the programme<sup>1</sup>. The College must also comply with Irish study visa requirements for Level 5 (NFQ) programmes as set out by the Department of Justice where students must study in class for at least 15 hours a week with an attendance rate of a minimum of 85%<sup>2</sup>. The College must also make sure that students successfully complete the programme with 120 FET credits to be eligible for the QQI Level 5 (NFQ) Certificate in International Foundation Studies award which in turn facilitates progression to year one of the HEI partner undergraduate degree programmes. With these contexts in mind, the College will discuss RPL with partner HEIs to explore the extent, if any, to which RPL applies to a given applicant's request but such RPL will be conditional on the student passing the programme and complying with the above visa requirements. In the case of English language, RPL will not be available due to the need for students to satisfy minimum in-class hours of 15 per week which is not possible if students are not studying the English language modules. An example of permitted RPL might be where the HEI partner deems an applicant's Physics score to be sufficient to study an Engineering degree but, to successfully complete the College programme in a visa-compliant way, the student may need to study Biology instead, it being a complementary alternative module for the degree to which the applicant wishes to study at the partner HEI. All student requests for RPL must be submitted in writing to the Academic Director at the admissions stage and will be considered in the

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<sup>1</sup> Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)

<sup>2</sup> <http://www.inis.gov.ie/en/INIS/Guidelines%20for%20Language%20and%20Non-Degree%20Programme%20Students.pdf/Files/Guidelines%20for%20Language%20and%20Non-Degree%20Programme%20Students.pdf>



context of this policy and subsequently decided on by the Academic Director in conjunction with the HEI partner on a case-by-case basis. If an applicant chooses to appeal an admissions RPL decision, they are entitled to do so. All admissions appeals must be made by email to the Academic Director, within five working days of the decision being communicated. The admissions appeal procedure is outlined in Section 5 of UPOL007 UniHaven Student Recruitment and Admissions Policy Rev 2.

## 2.6. Programme Staff

Name	Role	Email
TBC	Programme Manager	
TBC	Teacher	
TBC	Teacher	
TBC	Teacher	
TBC	Teacher	
Sandra Traynor	Admissions Officer	sandra@unihaven.ie
TBC	Student Support Officer	<a href="mailto:studentsupport@unihaven.ie">studentsupport@unihaven.ie</a>

During the assessment period, an out of office email will be available between the hours of 5 pm – 9 pm, Monday to Friday. If you need urgent support with assessments, please email [deirdre@unihaven.ie](mailto:deirdre@unihaven.ie).



### 3. Programme Format

#### 3.1. Programme Duration

There are three intake periods:

##### *September intake*

This is a year-long programme over two semesters: September - December and January

- April comprising of 2 semesters, one for 13 weeks and one for 12 weeks.

##### *January intake*

This is a year-long programme over two semesters: January – April and April – July comprising of 2 semesters, one for 13 weeks and one for 12 weeks.

##### *April intake*

This is a year-long programme over two semesters: April – August and September – December comprising of 2 semesters, one for 13 weeks and one for 12 weeks.

#### 3.2. Programme Structure

The table below shows the programme structure.

Module Number	Module Title	Mandatory / Optional	FET credits	Taught Hours per Week	Duration (weeks)
UNI001	English for Academic Purposes (EAP)	Mandatory	60	8	25
UNI002	Intercultural Studies and Communications	Mandatory	10	2	25
<b><i>Business and Social Science Pathway – Choose 2 from 4 Optional Modules</i></b>					
UNI003	Mathematics (Ordinary)	Mandatory for this Pathway*	20	4	25
UNI004	Business Studies	Optional	15	4	25
UNI005	Information Systems	Optional	15	4	25
UNI006	Global Politics	Optional	15	4	25
UNI007	Introduction to Social Sciences	Optional	15	4	25
<b><i>Engineering and Science Pathway – Choose 2 from 4 Optional Modules</i></b>					
UNI008	Mathematics (Higher)	Mandatory for this Pathway*	20	4	25
UNI009	Biology	Optional	15	4	25
UNI010	Chemistry	Optional	15	4	25
UNI011	Physics	Optional	15	4	25
UNI012	Computer Science	Optional	15	4	25
* Unless the student's choice of HEI degree programme necessitates a different level of Mathematics in which case such choice will be accommodated.					

## 4. Assessment and Feedback

### 4.1. Assessment Framework

The UniHaven College Level 5 Specific Purpose Certificate in International Foundation Studies Programme assessment strategy is to support the development of students in becoming self-directed autonomous learners who are responsible for making judgements on their learning so that they may progress to higher education institution (HEI) degree programmes. The College strives to enhance students' ability to self-monitor and self-evaluate their work to a high level such that they will successfully complete the programme with a sense of shared responsibility for their learning. The independent learner is valued by HEIs in Ireland and overseas and so it is in the student's interest and the College interest as a pathway provider to ensure that students will progress to HEI partners and succeed with their degree studies when there.

UniHaven College assessment strategies are formed at programme and module stages in line with QQI assessment requirements<sup>3</sup> as follows:

- Learners are responsible for demonstrating their learning achievement.
- Assessment supports standards based on learning outcomes.
- Assessment promotes and supports both effective learning and teaching.
- Assessment procedures are credible.
- Assessment methods are reviewed and renewed as necessary to adapt to evolving requirements.
- Learners are well informed about how and why they are assessed.
- Learners are involved in the periodic review of assessment procedures<sup>4</sup>.
- The programme has sound assessment strategies.<sup>5</sup>

The below schematic taken from the National Forum for the Enhancement of Teaching and Learning in Higher Education<sup>6</sup> as one that the College subscribes to.

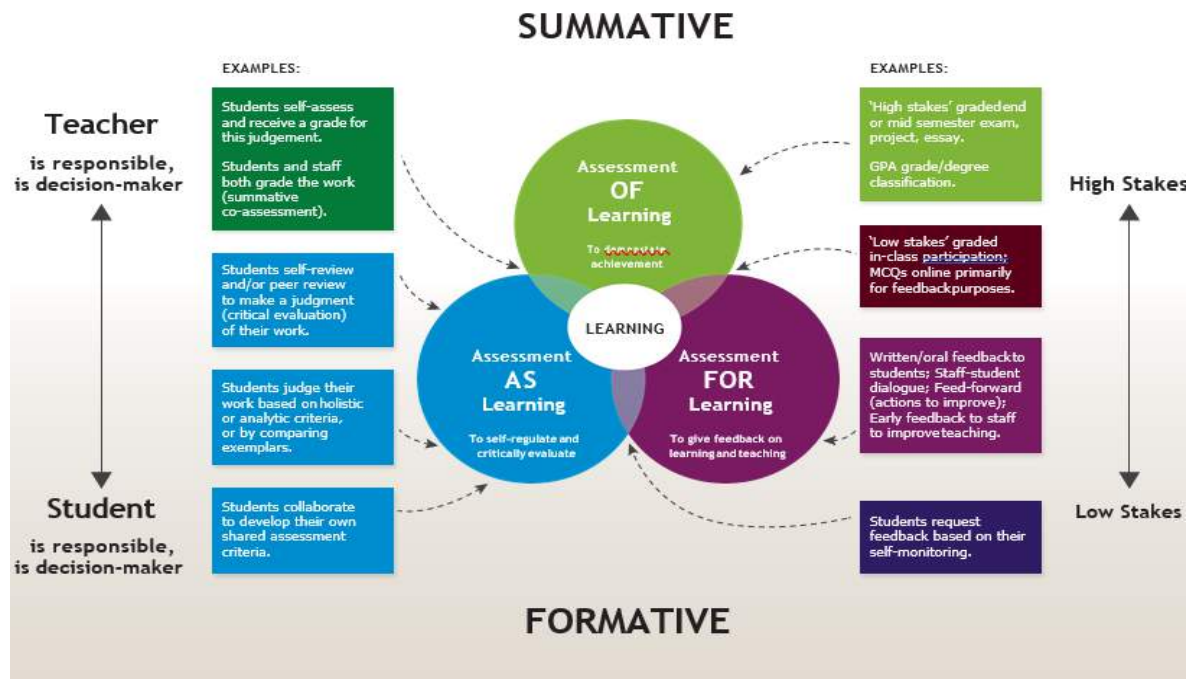
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<sup>3</sup> Assessment and Standards, Revised 2013, section 2.1

<sup>4</sup> Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016), section 6.1

<sup>5</sup> QQI Policies and Criteria for the Validation of Programmes of Education and Training (2017), section 17.10

<sup>6</sup> <https://www.teachingandlearning.ie/our-priorities/student-success/assessment-of-for-as-learning/>



Taken from "Expanding our Understanding of Assessment and Feedback in Irish Higher Education", National Forum for the Enhancement of Teaching and Learning in Higher Education (2017)

Figure 1. Assessment and Feedback Terminology and Examples

Summative assessment is also termed Assessment OF Learning, to emphasise its nature as an assessment of an activity that has occurred (i.e., after a period of learning). However, the term also emphasises a numeral aspect and it is often associated with a number or letter grade. Assessment of learning can help students to take a high level of ownership for their learning by facilitating student feedback that results in the form of both the grade itself and the Teacher feedback that accompanies it.

Formative assessment is related to the concept of 'feedback' on learning. The importance of learning because of feedback to students has led to the use in some contexts of the term Assessment FOR Learning, which emphasised the learning aspect. Assessment FOR Learning also includes the idea of feedback to staff on their teaching. It emphasises the importance of a dialogue between teachers and students. Feedback needs to be timely, actionable, and understandable. In formative assessment as Assessment AS Learning, it is the student who becomes more empowered, is more responsible and can become the key decision-maker. This growth of student self-confidence and student self-esteem is critical to the aims of UniHaven as one that provides autonomous, self-directed, critically-thinking, and well-prepared students that are ready to begin university degree studies on completing their programme.

Students shall attend all assessments, including written examinations, for the modules on which they are registered and submit coursework for assessment as required. Students must successfully pass all core modules and options to successfully complete the programme.

Students may only resit exams if they have already completed an extenuating circumstances form that



excused them from sitting the exam. Resit final exams must be completed within one week for a programme that has started in January to ensure that the student's results can be submitted to QQI on time and for their QQI-endorsed results to be accepted by the HEI they wish to progress to. Resit final exams must be completed within 2 weeks for programmes that start in September or April to facilitate student progression to the relevant HEI.

## 4.2. Programme Assessment Summary

Semester 1														
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
English for Academic Purposes								Pres						
Intercultural Studies & Communications						Assign								
<b>Business &amp; Social Sciences Pathway</b>														
<i>Maths</i>							Test					CA	Exam	
<i>Business Studies</i>											CA			
<i>Global Politics</i>									CA				Exam	
<i>Introduction to Social Sciences</i>				CA									Exam	
<i>Information Systems</i>					Lab					Lab				
<b>Science &amp; Engineering Pathway</b>														
<i>Maths</i>						Test						CA	Exam	
<i>Biology</i>			CA		CA		CA						MCQ	
<i>Chemistry</i>				Lab		Lab		Test		Lab		Lab Exam		
<i>Physics</i>			Lab		Lab		Lab		CA	Lab		Lab	Exam	
<i>Computer Science</i>											Pres		Exam	
CA = Continuous Assessment, Assign = Assignment, Lab = Laboratory Assessment, MCQ = Multi Choice Questionnaire, Test = Written Test, Pres = Presentation, Exam = Written Examination														



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Semester 2															
	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27
English for Academic Purposes					Essay/biblio								Listening		
Intercultural Studies & Com							Pres						Portfolio		
Business & Social Sciences Pathway															
Mathematics Ordinary						Test							CA		Exam
Business Studies												Pres	Reflection		
Global Politics									CA						Exam
Introduction to Social Sciences				CA											Exam
Information Systems			Lab					Lab			Pres		MCQ		
Science & Engineering Pathway															
Mathematics Higher						Test									Exam
Biology			CA		CA		CA				Pres				
Chemistry				Lab				Lab		Test		Lab	Lab Exam		Exam
Physics		Lab		Lab		Lab			CA	Lab			Lab		
Computer Science								Practical							MCQ
CA = Continuous Assessment, Assign = Assignment, Lab = Laboratory Assessment, MCQ = Multi Choice Questionnaire, Test = Written Test, Pres = Presentation, Exam = Written Examination, Reflect = Personal Reflection, Pract = Practical Assessment, Portfolio = Personal Portfolio, Essay/biblio – Written Assessment and/or Assessment Relating to an Academic Bibliography															

**NOTE: THIS IS SUBJECT TO CHANGE**



### 4.2.1. Assessment Types, Weightings and Schedules - Business and Social Science Pathway

#### Mandatory - 17 hours in total

- ✓ **English for Academic Purposes (EAP)** - 8 class hours per week classes + 1 tutorial hour per week
- ✓ **Mathematics Ordinary (O)** - 4 class hours per week
- ✓ **Intercultural Studies and Communications** – 2 class hours per week
- ✓ **2 x tutorial hours per week**

#### Electives - **choose 2 of the below 4** modules - 8 hours in total

- ✓ **Business Studies**
- ✓ **Global Politics**
- ✓ **Introduction to Social Sciences**
- ✓ **Information Systems**

**Total = 25 hours**

Subject	Detail of Assessment	Week Number	Weighting%
<i>English For Academic Purposes</i>	Presentation	8	25
	Bibliography	12	12.5
	Essay	17	25
	Bibliography	24	12.5
	Listening Assessment	25	25

Subject	Detail of Assessment	Week Number	Weighting %
<i>Intercultural Studies and Communication</i>	Assignment	6	25
	Presentation	19	25
	Personal Development Portfolio	24	50

Subject	Detail of Assessment	Week Number	Weighting %
<i>Mathematics Ordinary</i>	Open Book Assignment	7	15
	Exam	13	35
	Open Book Assignment	18	15
	Exam	25	35



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Subject	Detail of Assessment	Week Number	Weighting %
<i>Business Studies</i>	Presentation	11	30
	CA	24	50
	Reflection	25	20

Subject	Detail of Assessment	Week Number	Weighting %
<i>Information Systems</i>	Practical Assignment	5	10
	Practical Assignment	10	10
	Practical Assignment	15	10
	Practical Assignment	20	10
	Presentation	23	10
	MCQ	25	50

Subject	Detail of Assessment	Week Number	Weighting %
<i>Global Politics</i>	CA	9	25
	Exam	13	25
	CA	21	25
	Exam	25	25

Subject	Detail of Assessment	Week Number	Weighting %
<i>Introduction to Social Science</i>	CA	4	25
	Exam	13	25
	CA	16	25
	Exam	25	25



**Summary – Business and Social Science Pathway Assessment Types and Weightings**

Subject	Detail of Assessment	Week Number	Weighting %
<b>English For Academic Purposes</b>	Presentation	8	25
	Bibliography	12	12.5
	Essay	17	25
	Bibliography	24	12.5
	Listening Assessment	25	25
<b>Intercultural Studies and Communication</b>	Assignment	6	25
	Presentation	19	25
	Personal Development Portfolio	24	50
<b>Mathematics Ordinary</b>	Open Book Assignment	7	15
	Exam	13	35
	Open Book Assignment	18	15
	Exam	25	35
<b>Business Studies</b>	Presentation	11	30
	CA	24	50
	Reflection	25	20
<b>Information Systems</b>	Practical Assignment	5	10
	Practical Assignment	10	10
	Practical Assignment	15	10
	Practical Assignment	20	10
	Presentation	23	10
	MCQ	25	50
<b>Global Politics</b>	CA	9	25
	Exam	13	25
	CA	21	25
	Exam	25	25
<b>Introduction to Social Science</b>	CA	4	25
	Exam	13	25
	CA	16	25
	Exam	25	25



**Summary - Business and Social Science Pathway Assessment Schedule**

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
EAP								√				√	
Intercultural Studies Communication						√							
Mathematics (O)							√						√
Business Studies											√		
Information Systems					√					√			
Global Politics									√				√
Introduction to Social Science				√									√

Subject	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25
EAP				√							√	√
Intercultural Studies and Communication						√					√	
Mathematics (O)					√							√
Business Studies											√	√
Information Systems		√					√			√		√
Global Politics								√				√
Introduction to Social Science			√									√

### 4.2.2. Assessment Types, Weightings and Schedules – Engineering and Science Pathway

#### Mandatory - 17 hours in total

- ✓ **English for Academic Purposes (EAP)** - 8 class hours per week classes + 1 tutorial hour per week
- ✓ **Mathematics Higher (H)** - 4 class hours per week
- ✓ **Intercultural Studies and Communications** – 2 class hours per week
- ✓ **2 x tutorial hours per week**

#### Electives - **choose 2 of the below 4** modules - 8 hours in total

- ✓ **Biology**
- ✓ **Chemistry**
- ✓ **Physics**
- ✓ **Computer Science**

**Total = 25 hours**

Subject	Detail of Assessment	Week Number	Weighting%
<i>English For Academic Purposes</i>	Presentation	8	25
	Bibliography	12	12.5
	Essay	17	25
	Bibliography	24	12.5
	Listening Assessment	25	25

Subject	Detail of Assessment	Week Number	Weighting %
<i>Intercultural Studies and Communication</i>	Assignment	6	25
	Presentation	19	25
	Personal Development Portfolio	24	50

Subject	Detail of Assessment	Week Number	Weighting %
<i>Mathematics Higher</i>	Open Book Assignment	7	15
	Exam	13	35
	Open Book Assignment	18	15
	Exam	25	35



Subject	Detail of Assessment	Week Number	Weighting %
<i>Biology</i>	Practical	3	5
	Practical	5	5
	Practical	7	5
	MCQ	13	30
	Practical	15	5
	Practical	17	5
	Practical	19	5
	Presentation	23	10
	MCQ	25	30

Subject	Detail of Assessment	Week Number	Weighting %
<i>Chemistry</i>	Lab	4	4
	Lab	6	4
	Test	8	30
	Lab	10	4
	Lab Exam	12	3
	Lab	16	4
	Lab	20	4
	Test	22	30
	Lab	24	4
	Exam	25	40



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Subject	Detail of Assessment	Week Number	Weighting %
<i>Physics</i>	Practical	3	3
	Practical	5	3
	Practical	7	3
	CA	9	10
	Practical	10	3
	Practical	12	3
	Exam	13	25
	Practical	14	3
	Practical	16	3
	Practical	18	3
	Practical	19	3
	CA	21	10
	Practical	22	3
	Practical	25	3
	Exam	25	25

Subject	Detail of Assessment	Week Number	Weighting %
<i>Computer Science</i>	Presentation	11	10
	Lab	20	40
	MCQ	25	50



**Summary – Business and Social Science Pathway Assessment Types and Weightings**

Subject	Detail of Assessment	Week Number	Weighting %
English For Academic Purposes	Presentation	8	25
	Bibliography	12	12.5
	Essay	17	25
	Bibliography	24	12.5
	Listening Assessment	25	25
Intercultural Studies and Communication	Assignment	6	25
	Presentation	19	25
	Personal Development Portfolio	24	50
Mathematics H	Open Book Assignment	7	15
	Exam	13	35
	Open Book Assignment	18	15
	Exam	25	35
Biology	Practical	3	5
	Practical	5	5
	Practical	7	5
	MCQ	13	30
	Practical	15	5
	Practical	17	5
	Practical	19	5
	Presentation	23	10
	MCQ	25	30
Chemistry	Lab	4	4
	Lab	6	4
	Test	8	30
	Lab	10	4
	Lab Exam	12	3
	Lab	16	4
	Lab	20	4
	Test	22	30
	Lab	24	4
	Exam	25	40
Physics	Practical	3	3
	Practical	5	3
	Practical	7	3
	CA	9	10
	Practical	10	3
	Practical	12	3
	Exam	13	25
	Practical	14	3
	Practical	16	3
	Practical	18	3
	Practical	19	3
	CA	21	10
	Practical	22	3
	Practical	25	3
	Exam	25	25
Computer Science	Presentation	11	10
	Lab	20	40
	MCQ	25	50





**Summary – Engineering and Science Pathway Assessment Schedule**

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
EAP								√				√	
Intercultural Studies Communication						√							
Mathematics (H)							√						√
Biology			√		√		√						√
Chemistry				√		√		√		√			
Physics			√		√		√			√		√	
Computer Science											√		

Subject	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25
EAP				√							√	√
Intercultural Studies and Communication						√					√	
Mathematics (H)					√							√
Biology		√		√		√				√		√
Chemistry			√				√		√		√	√
Physics		√	√									
Computer Science							√					√

#### **4.3. Programme Assessment Regulations**

All assessments are intended to determine the skills, abilities, understanding and knowledge of each student undertaking the assessment. Cheating is defined as obtaining an unfair academic advantage and any student found using any form of cheating, attempting to cheat or assisting someone else to cheat may be subject to disciplinary action under UniHaven's Academic Misconduct Procedure in section 7.7.2 of the UniHaven Quality Assurance Manual. Plagiarism is an academic offence and will be treated as such. Students must not submit the same material in more than one assignment or module. It is the responsibility of every student to familiarise themselves with College regulations on plagiarism and should consult UniHaven's Academic Misconduct Procedure.

#### **4.4. General Student Regulations**

The general UniHaven student regulations can be found in the Student Handbook. Under UniHaven's regulations, students are expected to conduct themselves courteously and respectfully at all times. They should display respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. It is the personal responsibility of each student to be aware of, support, and abide by the policies and procedures of UniHaven College. The programme operates on the premise that no person's education will suffer because of the actions of another student. The behaviour of all members of the student body should reflect a concern for safety and a consideration of the rights of both staff and students. The academic and social privileges granted to each student are conditional upon the fulfilment of these responsibilities.

#### **4.5. General Assessment Regulations**

The General Assessment Regulations can be found in the UniHaven Quality Assurance Manual, chapter 7 with the relevant forms available in the policy documents and from the Programme Manager.

These regulations include:

- Extenuating Circumstances Application
- Appeals, Reviews and Rechecks Procedures
- Assessment Appeals
- Correction of Errors



#### 4.6. General Schedule of Examinations

Exams are scheduled at the end of semester one and again at the end of semester two. Schedules for each of the examination periods will be communicated to students via email and on the UniHaven College LMS. The modules that have examinations as part of their assessment strategies are listed below.

##### 4.6.1 Business and Social Science Pathway

###### Semester 1

Subject	Exam
Mathematics	√
Global Politics	√
Introduction to Social Science	√

###### Semester 2

Subject	Exam
Mathematics	√
Global Politics	√
Introduction to Social Science	√
Information Systems	√

##### 4.6.1 Engineering and Science Pathway

###### Semester 1

Subject	Exam
Mathematics	√
Biology	√
Chemistry	√
Physics	√



## Semester 2

Subject	Exam
Mathematics	√
Biology	√
Chemistry	√
Physics	√
Computer Science	√

### 4.7. Regulations for Progression through the Programme

Students are required to complete all modules successfully to progress to their destination programmes. Any grades that are needed by UniHaven College's HEI partners above minimum Pass grades, i.e. 50%, will have been communicated to students pre-enrolment via their conditional offer letter.

### 4.8. Submission Guidelines for Assessments

Students are furnished at the beginning of each academic year with an Assessment Schedule. This schedule outlines the week that each assessment is due for each module. Students should note these dates carefully. The schedule is available to all registered students on the UniHaven College LMS.

Guidelines about the structure, layout and format of particular assignments are included with the Assessment Schedule. If students are unable to access these guidelines they should, in the first instance, contact the Teacher delivering the module.

### 4.9. Extensions and Late Submission of Assessed Coursework

A student may apply for an extension to the deadline for an element of continuous assessment under the company's policy for extenuating circumstances. Extensions are considered only where the written application is submitted to the teacher in advance of the deadline with supporting evidence as to why the extension is warranted (e.g., medical certificate).

Extensions to coursework may be approved by the Programme Manager who will consult with the Academic Director as appropriate. Technical problems, such as computer failure or viruses, are not deemed legitimate reasons for late submission or non-submission of work. The only exception is if the



assessment is to be submitted via the College's learning management system is not operating and, in those cases, a report will be sent from the Programme Manager to the Academic Director to ensure students are not disadvantaged.

If an extension has not been granted and work is submitted after the extended due date, late submission of assignments is penalised as follows:

- 10% penalty for assignments submitted within three calendar days of the submission deadline.
- 20% penalty for assignments submitted within one week (seven calendar days) of the submission deadline.

Later submissions, i.e., after one calendar week, will not normally be accepted. Students are expected to retain a copy of all submitted coursework.

#### **4.10. Writing Academic Assignments and Authenticating Student Work**

Details relating to the authentication of work can be found in the Academic Misconduct Procedure in section 7.7.2 of the UniHaven Quality Assurance Manual.

Students must ensure that work submitted for assessment in fulfilment of programme requirements is not duplicated (the same as, or broadly similar to, work submitted earlier for academic credit, without acknowledgement of the previous submission). Such duplication is cheating and any work submitted for assessment is duplicated, in whole or in part may be subject to disciplinary action under the UniHaven's Academic Misconduct Procedure.

When assignments are submitted, students must complete a cover sheet that contains the following declaration of ownership:

"I certify that the work presented is entirely my own and that all external sources have been fully acknowledged".

Guidelines for writing assignments and the appropriate referencing system can be found in the Appendix: Academic Resources section at the end of this handbook.

#### **4.11. Feedback from Assessments**

Feedback is available to all students for all assessments. Academic staff will provide general class feedback during scheduled lecture times. However, students seeking individual feedback should email the particular teacher with a copy of their timetable indicating clearly when they are available to meet the teacher. The teacher will then suggest a mutually agreeable time.

UniHaven College is committed to providing timely feedback on student assessments. Specific detail on student assessment and feedback is provided by individual teachers. Students receive ongoing and continuous feedback concerning their performance and examinations throughout each module. This feedback may be disseminated in hard copy and/or electronic form and/or oral form. All semester and final results are communicated via the grade book on the LMS which can be accessed by registered students.

#### **4.12. Procedures for Reviews, Rechecks and Appeals**

If students wish to view their assessment/examination scripts they should contact the Programme Manager. Please note that viewing of an assessment/examination script will not change your grade.

A valid review recheck or appeal requires submission to the Academic Director (AD) by a student of a completed Assessment Appeals Request Form.

If students wish to review their examination paper or assessment results please contact the Programme Manager within five working days (i.e., the day of results publication plus the next 4 days) of the publication of results. If students seek a recheck of an examination paper or assessment, please contact the Programme Manager within five working days (i.e., the day of results publication plus the next 4 days) of the publication of results. If students wish to appeal an examination or assessment, please contact the Programme Manager or Academic Director within ten working days (i.e., three days after formal results publication plus the next seven days) of the publication of results. Full details of the procedures are included in the Assessment and Awards Policies in section 7 of the UniHaven Quality Assurance Manual. A cost of €50 exists for each of the review/recheck/appeal procedures.

## **5. Programme Management**

### **5.1. Programme Board**

The Programme Board is responsible for the effective development, management, operation, and review of the programme as well as the monitoring, review and development of new modules, programmes, and assessments. The Programme Board consists of the programme manager, all teachers, student representatives, student support officer and external member(s) (TBC). The programme board meets at least twice per semester.

### **5.2. Student Representatives**

At the start of the academic year, every class on this programme will be asked to nominate two spokespersons, the Student Representatives. The student representatives of each year of the programme will be invited to the programme committee meetings to present any issues that may be arising from how the programme is being managed. These meetings are organised by the Programme Manager.

### **5.3. Student Survey Questionnaire**

As part of the College quality procedures, several reports concerned with monitoring and suggesting areas for improvement for programmes are generated which incorporate student survey questionnaires. Students will be surveyed about their learning and general experiences respectively.

### **5.4. Programme Quality Assurance**

The Quality Assurance Policies and Procedures are outlined in UniHaven's Quality Assurance Manual, which is available to download from the College website.

Programme monitoring and review is taken as an opportunity to:

- Ensure that the programme remains appropriate and create a supportive and effective learning environment.
- Ensure that the programme achieves the objectives set for it and responds to the needs of the College students and the changing needs of the College's HEI partners and ultimately employers and society.
- Review the student workload.
- Review student progression and completion rates benchmarked against competitors.



- Review the effectiveness of assessment policy and procedures, adding new assessment types, as necessary.
- Review the physical premises and facilities that are necessary for programme delivery including but not limited to classroom sizes, library and IT, science/media laboratory facilities etc.
- Update programme content, delivery modes, teaching and learning methods, learning supports and resources, and information provided to students.
- Update third party, industry, or other stakeholders where relevant to the programme.
- Review quality assurance arrangements that are specific to that programme.
- Review blended learning and assessment aspects.

Programme delivery is monitored in a way that allows for the identification of needs and the modification and adjustment of the programme and its delivery method are appropriate.

## 6. Transfer and Progression

### 6.1. Transfer

A student can transfer internally from one programme pathway stream to another if the modules of study and the completion of the same allow in the context of both the learning the student has already completed to date and the entry requirements of the HEI degree they seek to progress to. Pathway stream transfers must be requested in the first four weeks of the programme to reduce the potential for negative impacts and allow for a natural transfer opportunity. In exceptional cases, a pathway stream transfer will be considered after the first 4 weeks. The stream transfer request would normally only be considered where a natural transfer opportunity occurs, i.e., at the end of a term or a semester.

Any student who wishes to discuss a pathway stream transfer should, in the first instance, raise the matter with their Programme Manager. For the student to make an informed decision, academic guidance will be provided, detailing the options available and the process that needs to be followed. Should the student wish to proceed with a transfer application, this should be put in writing to the





Academic Director by email who will determine the suitability of the request under the direction of the Admissions Board.

Transfers from and to similar level 5 Specific Purpose Certificate in International Foundation Studies programmes may be considered. Students should discuss such requests with the Academic Director who will consider such requests in good faith. Transfer into the programme can be considered as RPL and will be dealt with as per the process outlined in the RPL section of this policy.

## **6.2. Progression Process**

### Progression from the Programme

The Level 5 Specific Purpose Certificate in International Foundation Studies award may be made at Pass, Merit or Distinction as classified in the UniHaven Quality Assurance Manual. These awards will be based on the aggregate percentage marks for the programme. To be eligible for consideration for the award a candidate must:

- Undertake all modules listed in the course schedule for an award stage and satisfy all the assessment and other requirements set for the programme (e.g. attendance).
- Pass each module.
- Obtain an aggregate mark as per the Assessment and Awards Policies in section 7.5 of the UniHaven Quality Assurance Manual.

Students who have passed the UniHaven College Level 5 Certificate in International Foundation Studies Programme will not be permitted to undertake supplemental assessments to improve their scores for progression. They may be considered for an alternative undergraduate course, with lower progression requirements, provided that they meet those progression requirements. Such decisions will be made on a case-by-case basis with consideration given to, among other things, the availability of a suitable alternative course, the modules chosen by the student on the programme and the availability of places on the undergraduate course into which they wish to progress.

***Progression to undergraduate programmes with UniHaven partner universities and institutions***

As a pathway provider, students have decided while enrolling with the College what HEI and degree they wish to study post programme assuming successful completion of same and subject to the students securing the necessary visa to enter Ireland. Progression to a programme of education and training leading to awards at levels 6, 7 and 8 on the NFQ will be possible when students successfully complete the programme and achieve any specific requirements as specified by the receiving programme or institution. Decisions on the progression of students into undergraduate programmes at the UniHaven College partner HEIs are ultimately made by the respective partner universities and institutions.

To reassure applicants about their progression to the HEI degree programme, the HEI partners will issue Conditional Offer Letters (COLs) to College applicants showing how their progression to a degree programme is assured on the condition that College students successfully complete the programme, meet the HIE Partner requirements and successfully get a visa to study with the HEI in Ireland. HEI Partner COLs are separate from UniHaven College COLs with HEI Partner COLs outlining partner requirements and College COLs outlining UniHaven requirements. Such agreements to provide COLs are enshrined in Memorandums of Agreements signed with each HEI partner.

At the admissions stage, applicants will be advised about the degree options at their chosen HEI, what language and academic school requirements they must have, and what grades higher than the programme's standard Pass grade (i.e., 50%) they should achieve in each module, if relevant. All such requirements will be outlined in the partner COL and/or the College COL. COLs must be signed for students to accept the offer of a place on the programme subject to meeting all stated College and HEI Partner requirements.

In assessing the suitability of students for their undergraduate programmes of choice the Exam Board will consider all modules taken by the student, including any modules that they may have failed.



## Appendix 1: Academic Resources

### *Presentation of Written Assignments Guidelines*

#### 1. Coursework

In keeping with the nature of a third level degree, all assignments are expected to be written in clear, accurate language; to cite appropriate references to sources used whenever relevant, and to contain a full bibliography of publications cited.

All submitted coursework should be word-processed, unless specified otherwise.

#### 2. General Features of Presentation

Assignments should be carefully collated and submitted as specified in individual modules. Any associated materials (for example, video files or audio files) should be carefully labelled and a list provided with the assignment.

Pages should be numbered and sufficient margins left to allow for comments. Neatness is important and attention should be given to good presentation – lettering, the layout of photographs, illustrations – and to the accuracy of expression – paragraphing, spelling and punctuation. Always check the accuracy of what you have written.

A title page should be provided stating:

- the course and component to which the assignment relates;
- the title of the assignment;
- the name of the teacher to whom the assignment is being submitted;
- the date of submission;
- your name and student number;
- declaration that the work is your own original work (or the original work of a group, where relevant).

A reference list should follow the text and any appendices.

References should follow the Harvard referencing system unless otherwise specified.



### 3. Presenting Word-Processed Coursework

A4 paper should be used, with typing on one side only. There should be double spacing between lines. Each page should have a left-hand margin of at least 20mm and margins at head, foot and right-hand side, of at least 15mm.

### 4. Appendices

Any particularly long notes which cannot be avoided may be given in an Appendix. These may include statistical tables of figures, graphs, diagrams or work samples. Their significance, origin and date should be clearly shown and a reference should be made to them in the text of the essay. Do not place anything in an Appendix which forms part of a detailed and continued argument in the body of the essay.

### *Sitting Examinations*

Students are advised to allow time to arrive at least 15 minutes before the start of the exam to check where they will be seated. Students must keep their student card on the exam table at all times during examinations. Pencil cases etc. need to be placed under the chair. Mobile phones must be turned off completely in the exam centres.

### *Revising for Examinations: Helpful Tips and Strategies*

The revision and exam techniques listed below are just a few examples that can be used as a starting point. It's important to keep in mind that what works for one student, may not work for another.

#### 1. Revision Time

##### **Planning Revision Time**

- Find out the examination schedule
- Decide *when* you are going to start and work out how long that gives you.
- Decide what to cover and in what depth. Think from the examination back to revision.  
For example - how much can you cover in 45 minutes?
- Plan a realistic timetable.

### **Using Revision Time**

Revision time must be active. The more material is manipulated and thought about, the easier it is to recall.

### **Diagrammatic Notes: One Strategy**

- Draw a box in the centre of a blank page and write the topic in the box.
- From memory, add in the main themes/arguments, important authors, etc. in sub-boxes radiating from the centre.
- Then do the relevant revision.
- After this, from memory, fill in anything you left out.
- After about 24 hours, try a recall test.

(Summary grids or tables can be a useful alternative for some topics)

## **2. Common Examination Mistakes and Strategies**

### **Some Common Mistakes in Examinations**

Failure to follow basic examination instructions

Misallocation of time – for example, only answering 3 of 4 questions which are throwing away 25% of marks (if all questions carry equal marks)

Failure to answer the question set, misreading or misinterpreting the question: writing 'all I know about...'

Basing answers largely on 'common sense' rather than on the course material.

Failure to illustrate and support arguments, for example, with references to specific theories, authorities, case studies, etc.

Lack of planning leading to weakly structured, disorganised answers.

Lack of conclusions so answers 'peter out'

Writing illegibly.



### **Examination Strategies**

- Read exam instructions carefully.
- How many questions have to be answered? For example, in a 3-hour paper, if 4 questions have to be answered you have approximately 45 minutes to answer each question.
- Read through the paper and choose questions carefully, allow 5-10 minutes for this. Attempt them in the order you feel most happy with.
- Spend time thinking about and planning each question. For example, 5-10 minutes for each question.
- Don't be panicked by other students who are writing quickly – remember quality over quantity.
- Read the question carefully; underline key words – remember the aim is to answer the specific question, not just to write a lot of words.

### 3. Examination Techniques

#### **Mind mapping**

- Jot down relevant ideas as they come to you, in the answer book. Note down main themes and arguments, ideas on concepts, illustrations and examples and relevant sources/authors.
- Sort out the jotted points into a sensible sequence. Just put a number by each point to indicate the order you decide on.

#### **Planning**

- Jot plans in the answer book and mark them off neatly afterwards to indicate rough work.
- Some students like to plan all the answers first. Others prefer to take each in turn – do what suits *you* best.

#### **Writing answers**

- Keep referring back to the question in your answer to keep you on course and show that you are addressing it.

- Do not forget introductions and conclusions. Use introductions to indicate clearly how you intend to tackle the question. If the question is at all ambiguous, state how you have interpreted it. Draw your argument together clearly in a conclusion.
- If you suddenly remember an important point, write it in a box with an arrow or asterisk to show where it *should* have gone – so you don't spoil the flow.
- Write legibly.

### **Timing**

Remember to stick to timing as rigidly as you can: when you are coming to the end of the time allotted to a question, try to round it off and then move on to the next. If you do run short of time for the last question, jot down a quick plan of points you would have included.

### *Typical Criteria for Assessment of Presentations*

#### **Preparation**

- Depth and breadth of reading
- Clarifying roles
- Deciding objectives
- Structuring the agenda
- Producing the agenda on time
- Distributing reading tasks

#### **Presentation**

- Introducing the topic
- Explaining aims and objectives
- Speaking clearly and confidently
- Use of handouts
- Use of audio-visual aids
- Use of IT
- Managing interest in the topic



### **Managing the Group**

- Moving the agenda along
- Maintaining relevance
- Summing up where necessary
- Involving everyone
- Not allowing anyone to dominate
- Encouraging a relaxed atmosphere
- Timing the discussion

### **Discussion/Analysis**

- Awareness of relevant issues
- Stimulating informed discussion
- The originality of thought and judgement
- Taking account of others' viewpoints
- Responding to questions
- Providing information
- Deciding what is relevant
- Clarifying discussion
- Drawing a positive conclusion from the group

### ***General Grading Criteria***

These grade descriptions are intended to provide guidelines for the marking of coursework and examinations in line with the standards relevant to an NFQ Level 5 Specific Purpose Certificate in International Foundation Studies programme (120 FET credits). They are not to be taken as rigid prescriptions, but as general indications of the qualities that are looked for at each level of classification. Markers should exercise their discretion in applying these guidelines and should not expect every criterion to be fulfilled in all cases for a particular grade to be awarded. For example, some criteria may be more applicable to coursework than to examination answers. In all cases, assessment criteria and marking schemes will be provided for all coursework and examinations.





UniHaven College shall adopt a percentage grading scheme, where the maximum mark attainable is 100. QQI Awards at level 4, level 5 and level 6 are classified as Pass, Merit or Distinction where a student has achieved the following standards for the award within the grading criteria<sup>7</sup>:

- A Pass is a grade awarded to a student who has attained the minimum standard. To be awarded a pass grade a student must have achieved a mark of between 50-64%.
- A Merit is a grade awarded to a student who has exceeded the minimum requirements. To be awarded a merit grade a student must have achieved a mark of between 65-79%.
- A Distinction is a grade awarded to a student who has substantially exceeded the minimum requirements. For a student to be awarded a distinction s/he is must have achieved a mark of 80% or over.

When a student has not achieved the minimum standards for an award the grade is recorded as Referred. Descriptors for each grade are as follows as directed by QQI<sup>8</sup>.

1. Distinction (80% and over)

A Distinction indicates that the learner has:

- Achieved the learning outcomes as outlined in the minor award - a distinction implies that an excellent standard has been achieved.
- Used the language of the vocational/specialised area fluently and confidently.
- Demonstration-depth understanding of the subject matter.
- Demonstrated a high level of initiative, evaluation skills.
- Demonstrated analytical and reflective thinking.
- Expressed and developed ideas clearly, systematically and comprehensively.
- Presented coherent, detailed and focused evidence.

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<sup>7</sup> Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018\*), section 3.5

<sup>8</sup> Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018\*), section 3.6



## 2. Merit (65-79%)

A Merit indicates that the learner has:

- Achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved.
- Used the language of the vocational/specialised area with a degree of fluency.
- Expressed and developed ideas clearly.
- Demonstrated initiative, evaluation and analytical skills.
- Presented coherent and comprehensive evidence.

## 3. Pass (50-64%)

A Pass indicates that the learner has:

- Achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard
- Used the language of the vocational/specialised area competently.
- Attempted to apply the theory and concepts appropriately.
- Provided sufficient evidence which has relevance and clarity.



## Appendix 2: Timetables

### Business and Social Science Pathway Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-09:45	EAP	EAP	EAP	EAP	INTERCULTURAL STUDIES AND COMMUNICATIONS
09:45-10:00:	BREAK	BREAK	BREAK	BREAK	BREAK
10:00-11:15	EAP	EAP	EAP	EAP	INTERCULTURAL STUDIES AND COMMUNICATIONS
11:15-13:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
13:00-15:00	MATHEMATICS (O)	BUSINESS STUDIES	MATHEMATICS (O)	BUSINESS STUDIES	INFORMATION SYSTEMS
15:00-15:30	BREAK	BREAK	BREAK	BREAK	BREAK
15:30-17:30	INFORMATION SYSTEMS	GLOBAL POLITICS	INTRODUCTION TO SOCIAL SCIENCE	GLOBAL POLITICS	INTRODUCTION TO SOCIAL SCIENCE

**NOTE: THIS IS SUBJECT TO CHANGE**



### Engineering and Science Pathway Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-09:45	EAP	EAP	EAP	EAP	INTERCULTURAL STUDIES AND COMMUNICATIONS
09:45-10:00:	BREAK	BREAK	BREAK	BREAK	BREAK
10:00-11:15	EAP	EAP	EAP	EAP	INTERCULTURAL STUDIES AND COMMUNICATIONS
11:15-13:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
13:00-15:00	MATHEMATICS (H)	BIOLOGY	MATHEMATICS (H)	BIOLOGY	CHEMISTRY
15:00-15:30	BREAK	BREAK	BREAK	BREAK	BREAK
15:30-17:30	COMPUTER SCIENCE	PHYSICS	CHEMISTRY	PHYSICS	COMPUTER SCIENCE

**NOTE: THIS IS SUBJECT TO CHANGE**

## Assessment and Awards Policy

<i>Quality Assurance Manual (QAM) Chapter 7</i>	
<i>Document Name</i>	Assessment and Awards Policy
<i>Procedure Document Number</i>	UPOL015
<i>Version Reference</i>	Rev.2
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	Programme Manager, Teachers
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation and changed programme title to QQI title
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	<p>UDOC000 UniHaven Quality Assurance Manual Rev 2</p> <p>Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)</p> <p>Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016)</p> <p>QQI Awards Standards for Pre-Higher Education</p> <p>Foundation Awards for International Students (2015)</p> <p>Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018)</p> <p>QQI Policies and Criteria for the Validation of Programmes of Education and Training (2017)</p> <p>Assessment and Standards, Revised 2013</p> <p>QQI Effective Practice Guidelines for External Examining Revised February 2015</p> <p>The National Forum for the Enhancement of Teaching and Learning in Higher Education:  <a href="https://www.teachingandlearning.ie/publication/expanding-our-understanding-of-assessment-and-feedback-in-irish-higher-education/">https://www.teachingandlearning.ie/publication/expanding-our-understanding-of-assessment-and-feedback-in-irish-higher-education/</a></p> <p>UPOL008 UniHaven QQI Fees and Refund Policy Rev 1</p> <p>UPOL014 UniHaven QQI Blended Learning Policy Rev 1</p> <p>UPOL018 UniHaven Learner Disability Policy Rev 2</p> <p>UPOL020 UniHaven Data Protection Policy Rev 1</p> <p>UPOL023 UniHaven Data Retention Policy Rev 1</p> <p>UPOL024 UniHaven Data Security Policy Rev 1</p> <p>UPOL025 UniHaven Learning Analytics Policy Rev 1</p> <p>UDOC012 UniHaven Teaching, Learning and Assessment Strategy Rev 0</p> <p>UFORM027 External Examiner's Report Rev 1</p>

## 1. Policy Overview

The purpose of this policy is to outline the awards standards and assessment approaches relating to the Level 5 Specific Purpose Certificate in International Foundation Studies programme (“the programme”) as a Level 5 Specific Purpose Certificate in International Foundation Studies Award.

## 2. Policy Statement

The College runs a single programme that is subject to QQI’s programme validation criteria for programmes of this type. Students who successfully complete the programme are provided with QQI awards that are recognised nationally on the National Framework of Qualifications (NFQ). The NFQ is a system of ten levels used to describe the Irish qualifications system and is mapped to the UK and European equivalents and describes what students should know, understand and be able to do at a given qualification and level. QQI has set out the relevant award criteria for foundation programmes for international students that, as pre-undergraduate foundation programmes, are classified as a Level 5 Specific Purpose Certificate in International Foundation Studies award<sup>1</sup>.

In respect to assessment strategy, the key aim of the College is to support the development of students in becoming self-directed autonomous learners who are responsible for making judgements on their learning so that they may progress to higher education institution (HEI) degree programmes. The College strives to enhance student’s ability to self-monitor and self-evaluate their work to a high level such that they will successfully complete the programme with a sense of shared responsibility for their learning. The independent learner is valued by HEIs in Ireland and overseas and so it is in the student’s interest and the College interest as a pathway provider to ensure that students will progress to HEI partners and succeed with their degree studies when there.

College assessment strategies are formed at programme and module stages in line with QQI assessment requirements<sup>2</sup> as follows:

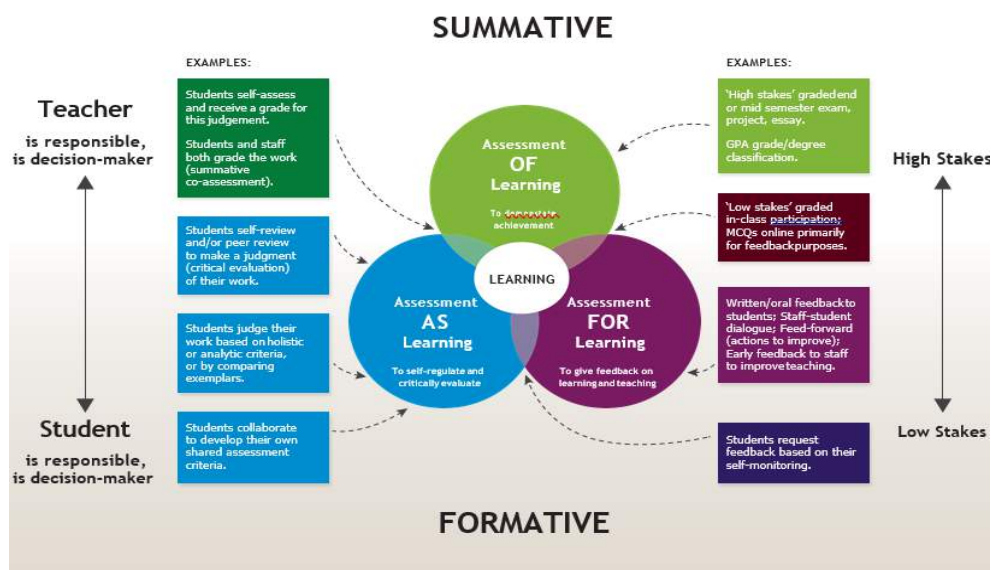
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<sup>1</sup> QQI Awards Standards for Pre-Higher Education Foundation Awards for International Students (2015)

<sup>2</sup> Assessment and Standards, Revised 2013, section 2.1

- Learners are responsible for demonstrating their learning achievement.
- Assessment supports standards based on learning outcomes.
- Assessment promotes and supports both effective learning and teaching.
- Assessment procedures are credible.
- Assessment methods are reviewed and renewed as necessary to adapt to evolving requirements.
- Learners are well informed about how and why they are assessed.
- Learners are involved in the periodic review of assessment procedures<sup>3</sup>.
- The programme has sound assessment strategies.<sup>4</sup>

The below schematic taken from the National Forum for the Enhancement of Teaching and Learning in Higher Education<sup>5</sup> as one that the College subscribes to.



Taken from "Expanding our Understanding of Assessment and Feedback in Irish Higher Education", National Forum for the Enhancement of Teaching and Learning in Higher Education (2017)

Figure 1. Assessment and Feedback Terminology and Examples

Summative assessment is also termed Assessment OF Learning, to emphasise its nature as an assessment of an activity that has occurred (i.e., after a period of learning). However, the term also emphasises a numeral aspect and it is often associated with a number or

<sup>3</sup> Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016), section 6.1

<sup>4</sup> QQI Policies and Criteria for the Validation of Programmes of Education and Training (2017), section 17.10

<sup>5</sup> <https://www.teachingandlearning.ie/our-priorities/student-success/assessment-of-for-as-learning/>

letter grade. Assessment of learning can help students to take a high level of ownership for their learning by facilitating student feedback that results in the form of both the grade itself and the Teacher feedback that accompanies it. The teacher is most responsible for summative assessment, s/he is the key decision-maker. The College expects teachers and academic management to be conscious that the power in this context is not abused and that they are sensitive to the needs of the student while ensuring that the assessment process is equitable, fair, and evenly applied throughout the cohort of students studying the programme.

Formative assessment is related to the concept of ‘feedback’ on learning. The importance of learning because of feedback to students has led to the use in some contexts of the term Assessment FOR Learning, which emphasised the learning aspect. Assessment FOR Learning also includes the idea of feedback to staff on their teaching. It emphasises the importance of a dialogue between teachers and students. Feedback needs to be timely, actionable, and understandable. In formative assessment as Assessment AS Learning, it is the student who becomes more empowered, is more responsible and can become the key decision-maker. This growth of student self-confidence and student self-esteem is critical to the aims of the College as one that provides autonomous, self-directed, critically-thinking, and well-prepared students that are ready to begin university degree studies on completing their programme.

It is these two types of assessment that are most used in UniHaven.

### 3. Roles and Responsibilities

This policy applies to all stakeholders and staff in that it outlines the core awards and marks standards for use in the College, sets out how the programme and modules should be assessed to meet awards standards, and aims to give clear guidance to academic staff and students about all assessment matters. Concerning the assessment regulations, this policy will be implemented by College academic staff for the benefit of students with the Programme Manager taking the lead, supported by Teachers. Programme Board will have formal responsibility for the review and improvement of this policy. All assessment



recommendations will be included in its Annual Programme Report that will be forwarded to AC for consideration and approval as part of the full module and programme reviews.

The Academic Director is the overall guardian of our QA infrastructure and is the de-facto owner of this policy and its implementation. Teachers, internal assessors, and external examiners together with members of the Exam Board and Appeals Board will implement this policy. The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed timetables, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

#### 4. Policy

Academic staff will work to ensure that the programme provides students with sufficient opportunity for formative feedback that is individualised and regular<sup>6</sup>. Each programme will measure the degree to which students do engage with such support when it is available. This will be done using the learning management system (LMS), from staff and student feedback fora, and through formal Programme Board reviews in which student representatives partake.

The College is committed to the provision of a learning environment that supports students to fulfil their academic potential. The rights of students with disabilities to avail of reasonable accommodations is recognised...see UPOL018 UniHaven QQI Learner Disability Policy Rev 1. There is recognition that some students can be late or miss assessments through no fault of their own. This policy includes how such situations are dealt with.

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<sup>6</sup> QQI Policies and Criteria for the Validation of Programmes of Education and Training (2017), section 17.9



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## Assessment Guidelines

Academic staff should ensure that the following guides to assessment are employed<sup>7</sup>:

- Assessment tasks should be based upon the intended learning outcomes of modules and programme and should provide students with an opportunity to demonstrate their level of achievement in each.
- The amount, type and timing of assessment should be designed to facilitate student learning and students should acquire experience of a range of assessment methods. Valid and reliable assessment techniques or methods for QQI awards are grouped into the following six broad categories<sup>8</sup>:
  - Assignment.
  - Project.
  - Portfolio.
  - Skills Demonstration/Presentation (e.g., laboratory skills, oral language skills).
  - Examination.
  - Learner Record.
- There should be an appropriate (and coherent) mix of assessment tasks undertaken by students on each programme and the overall amount of assessment should not be excessive.
- Students will be provided with opportunities for formative assessment, and a strategy for balancing formative and summative assessment may be built around a process of integrative assessment.
- Opportunities for peer assessment and self-assessment (to enable students to make judgements about their level of progress) will be made available where possible and appropriate.
- Assignments should be designed to ensure that the principles of academic integrity (e.g., proper referencing of source materials, the avoidance of plagiarism, absence of cheating) are maintained and that students are fully aware of the appropriate practice in this regard. Submission of written summative assignments will be

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<sup>7</sup> Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018)

<sup>8</sup> Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018), section 3.3.1

required to be uploaded onto the LMS after which it will be checked with anti-plagiarism software.

- Care is taken to ensure that any forms of online assessment are sufficiently secure, robust, and reliable to maintain confidence in the grading of individual students and the integrity of the module/programme.
- New assessment types will be assessed formally via Programme Board.
- More details regarding assessment types can be found in UDOC012 UniHaven Teaching, Learning and Assessment Strategy Rev 0.

### Management of Assessment

Programme Board has oversight and responsibility for managing the assessment process<sup>9</sup> and should ensure that the following requirements are in place as delegated to the Programme Manager. The Programme Board will periodically review the assessment methods used to ensure their level of validity and reliability and to determine the extent to which they are effective at demonstrating the achievement of the learning outcomes. Their findings will be fed into Programme Board for formalising recommendations to AC where relevant. The roles and responsibilities concerning assessment are presented in the table below.

Role	Responsibilities
Teacher	<ul style="list-style-type: none"><li>• Communicate to students the nature, format, and grading criteria of assessment tasks, as well as if the assessment is in class or online in terms of completion and/or submission and the mandatory nature of all assessments and exams that students are expected to complete.</li><li>• Invigilate examinations or other assessment types where necessary.</li><li>• Collect scripts from venues where applicable.</li><li>• Grade student assessment under agreed marking schemes and regulations.</li></ul>

<sup>9</sup> Assessment and Standards, Revised 2013, section 4.5

	<p>The workload associated with grading and assessing students will also be addressed by managing alternative, efficient approaches (in some cases, for example, using technology, or increased use of self and peer assessment). UPOL011 UniHaven Academic Staff Workload Allocation Policy Rev 1 will take account of marking and grading of student assignments and examinations and seek to ensure that there is a realistic and sustainable distribution of activity and responsibility among teachers.</p> <ul style="list-style-type: none"> <li>• Provide mentoring and guidance to students completing assessments and provide ongoing feedback in a timely (within 2 weeks) and formative manner.</li> <li>• Track, monitor, and record learner progress.</li> <li>• Note and report possible cases of plagiarism or misconduct. Suspected breaches of the disciplinary code, examination security, plagiarism or other aspects related to academic honesty will be formally pursued as per UPRO008 UniHaven Misconduct Procedure Rev 1.</li> </ul>
Programme Manager	<ul style="list-style-type: none"> <li>• Support the development of assignment briefs and associated marking schemes as appropriate.</li> <li>• Suggest revision of assessment methodologies when necessary.</li> <li>• Coordinate and approve venues for assessment.</li> <li>• Coordinate assessment tasks to facilitate an appropriate assessment schedule.</li> <li>• Coordinate invigilation.</li> <li>• Securely print and distribute examination papers.</li> <li>• Collect scripts from venues and log them</li> <li>• Maintain records of attendance</li> <li>• Securely transfer the scripts to internal assessors.</li> <li>• Make arrangements for learners requiring special accommodation.</li> <li>• Process, upload, and manage marks and grades according to the relevant College policies and procedures. Any specific requirements or changes to these processes will be</li> </ul>

	<p>communicated by the Programme Manager to all academic and administrative staff.</p> <ul style="list-style-type: none"> <li>• Communicate provisional results to students.</li> </ul>
Academic Director	<ul style="list-style-type: none"> <li>• Ensure security in all matters about assessment.</li> <li>• Ensure all student data is gathered, protected and used as per UPOL020 UniHaven Data Protection Policy Rev 1, UPOL023 UniHaven Data Retention Policy Rev 1, UPOL024 UniHaven Data Security Policy Rev 1 and UPOL025 UniHaven Learning Analytics Policy Rev 1.</li> <li>• Maintain all records of student assessment.</li> <li>• Investigate possible cases of plagiarism or misconduct concerning assessment.</li> <li>• Communicate final results to students.</li> <li>• Administration of student appeals, rechecks and reviews.</li> <li>• Provide administrative support to the external examining process.</li> <li>• Ensure that accurate results, assessment material and other data are available for the External Examiners.</li> <li>• Act as a point of contact for all QQI.</li> </ul>
External Examiners	<ul style="list-style-type: none"> <li>• Communicate all sensitive information via the agreed form of secure correspondence.</li> <li>• Review and moderate representative samples of assessment material.</li> <li>• Meet and discuss findings with Academic Director and/or Programme Manager</li> <li>• Complete and submit a comprehensive External Examiner report (see QQI template in the Appendix).</li> </ul>



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## Extenuating Circumstances

The College is committed to a policy of reasonable accommodation<sup>10</sup> to meet individual needs and enable full access and participation for all students with specific needs or where exceptional mitigating circumstances temporarily prevent them from participating in the academic and/or assessment process. See UFORM024 Extenuating Circumstances Application Form Rev 1 in the Appendix.

## Disability

In the case of specific learning challenges or an ongoing issue for students that may affect their academic performance, the issue must be declared to the Student Support Office as soon as practicable if it has not already been declared at the enrolment stage...see UPOL007 UniHaven Student Recruitment and Admissions Policy Rev 2. The Student Support Officer will liaise with the student and the Academic Director. Appropriate mitigation will be considered in consultation with the Academic Director. All students granted reasonable accommodations on the grounds of disability will be dealt with as per UPOL018 UniHaven Learner Disability Policy Rev 1. The Student Support Officer is responsible for liaising with academic staff to ensure agreed support in respect of teaching, learning and assessment is made available. Adaptations of assessment for a student may be implemented and may include the following and/or other reasonable adaptations<sup>11</sup>:

- Modified presentation of assignments/examination papers e.g., enlargements.
- Scribes/readers.
- Use of sign language.
- Practical assistants.
- Rest periods.
- Adaptive equipment/software.

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<sup>10</sup> Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018), section 3.2.8

<sup>11</sup> Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018), section 3.2.8



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- Use of assistive technology.
  - Extra time.

### Compassionate Consideration

Students should seek advice and support offered by the College via the Student Support Officer in circumstances where an assessment is missed, or their performance may have been adversely affected. The following are examples of circumstances under which compassionate consideration may be given<sup>12</sup>:

- A physical injury or emotional trauma during a period four to six weeks previously
- A physical disability or chronic or disabling condition such as epilepsy, glandular fever, or other incapacitating illness of the student.
- Recent bereavement of a close family member or friend
- Severe accident
- Domestic crisis
- Terminal illness of a close family member
- Other extenuating circumstances.

In the case of missing an assessment deadline, the student must notify the Teacher who will direct them to the Programme Manager who may arrange for an extension or advise the student to apply for consideration of mitigating circumstances using UFORM024 Extenuating Circumstances Application Form Rev 1 in the Appendix. Where a student has not communicated with College staff at all a late penalty will be applied as described below.

In the case of an exam where a student knows in advance that they are going to miss the examination, they must apply to the Academic Director's office for authorised absence from the examination via a formal application for compassionate consideration using

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<sup>12</sup> Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018), section 3.2.9



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## UFORM024 Extenuating Circumstances Application Form Rev 1.

In the case of missing an examination due to an unforeseen circumstance or being taken ill during an examination, then the student must apply for compassionate consideration using UFORM024 Extenuating Circumstances Application Form Rev 1 as soon as they are well enough to return to the College.

In cases of an ongoing issue, a student may apply for a leave of absence, a deferral or an alternative assessment or additional support in cases involving disability. An alternative assessment will be aligned to the same learning outcomes and be of the same standard as the original assessment. Leave of absence and deferrals will be handled using the Deferral Procedure in UPOL007 UniHaven Student Recruitment and Admissions Policy Rev 2.

To apply for consideration, the student is required to fill out UFORM024 Extenuating Circumstances Application Form Rev 1 available from the Academic Director's office or on the College website and submit it to the Academic Director with all supporting documentation. The form is screened for eligibility by the Academic Director who will make an adjudication as to its merits. The Academic Director and Programme Manager will meet to consider those applications that the Academic Director has approved for compassionate consideration. They determine:

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

The typical outcomes where a case is upheld are:

- The student can defer the examination.





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- Penalties for late submission may be lifted or reduced - see Extensions and Late Submissions Section below.
  - Consideration will be made in respect of borderline cases, where there is other evidence the learning outcomes have been achieved.

If it is an eligible request, the form will be passed to the Exam Board. Where there is a suite of examinations at the same time, a student may not select to take some and present mitigation for others unless there were special circumstances.

In all cases the nature of the compassionate consideration is confidential, and the Exam Board is provided with sufficient information to discharge their duty. The Programme Manager will note the decision and liaise with the Academic Director to update the student records on the College IT Systems/Servers. All applications for reasonable accommodations and compassionate consideration are recorded and an overall, anonymised, analysis is included in the Academic Director's Exam Report to AC. Deferrals are not indefinite, students who defer an examination must take that examination at the next available sitting or apply to renew the deferral. The student's registration status must also be taken into consideration.

Where a student is taken ill just before or during an examination the invigilator should be notified, and the circumstance recorded in the Invigilator's Report. The student may fill out UFORM024 Extenuating Circumstances Application Form Rev 1 on their return. In all cases medical certification will normally be required – such certification must be issued by recognised practitioners and dated at the time of the illness and not be retrospective. When a student presents at an examination, they have deemed themselves fit to take that examination.



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### Extensions and Late Submission of Assessed Coursework

A student may apply for an extension to the deadline for an element of continuous assessment under the college's policy for extenuating circumstances. Extensions are considered only where the written application is submitted to the Programme Manager in advance of the deadline with supporting evidence as to why the extension is warranted (e.g., medical certificate). Extensions to coursework may be approved by the Programme Manager who will consult with the Academic Director as appropriate. Technical problems, such as computer failure or viruses, are not deemed legitimate reasons for late submission or non-submission of work. The only exception is if the assessment is to be submitted via the LMS (for formative assessments only) is not operating and in those cases, a report will be sent from the Programme Manager to the Academic Director to ensure students are not disadvantaged. If an extension has not been granted and work is submitted after the extended due date, late submission of assignments is penalised as follows:

- 10% penalty for assignments submitted within three calendar days of the submission deadline.
- 20% penalty for assignments submitted within one week (seven calendar days) of the submission deadline.

Later submissions, i.e., after one calendar week, will not normally be accepted. Students are expected to retain a copy of all submitted coursework.

### General Grading Criteria

These grade descriptions are intended to provide guidelines for the marking of coursework and examinations in line with the standards relevant to an NFQ Level 5 Specific Purpose Certificate in International Foundation Studies programme (120 FET credits). They are not to be taken as rigid prescriptions, but as general indications of the qualities that are looked for at each level of classification. Markers should exercise their discretion in applying these guidelines and should not expect every criterion to be fulfilled in all cases for a particular grade to be awarded. For example, some criteria may be more applicable to coursework than to examination answers. In all cases, assessment criteria and marking schemes will be provided for all coursework and examinations.



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The College shall adopt a percentage grading scheme, where the maximum mark attainable is 100. QQI Awards at level 4, level 5 and level 6 are classified as Pass, Merit or Distinction where a student has achieved the following standards for the award within the grading criteria<sup>13</sup>:

- A Pass is a grade awarded to a student who has attained the minimum standard. To be awarded a pass grade a student must have achieved a mark of between 50-64%.
- A Merit is a grade awarded to a student who has exceeded the minimum requirements. To be awarded a merit grade a student must have achieved a mark of between 65-79%.
- A Distinction is a grade awarded to a student who has substantially exceeded the minimum requirements. For a student to be awarded a distinction s/he is must have achieved a mark of 80% or over.

When a student has not achieved the minimum standards for an award the grade is recorded as Referred. Descriptors for each grade are as follows as directed by QQI<sup>14</sup>

1. Distinction (80% and over)

A Distinction indicates that the learner has:

- Achieved the learning outcomes as outlined in the minor award - a distinction implies that an excellent standard has been achieved.
- Used the language of the vocational/specialised area fluently and confidently.
- Demonstration-depth understanding of the subject matter.
- Demonstrated a high level of initiative, evaluation skills.
- Demonstrated analytical and reflective thinking.
- Expressed and developed ideas clearly, systematically and comprehensively.
- Presented coherent, detailed and focused evidence.

2. Merit (65-79%)

A Merit indicates that the learner has:

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<sup>13</sup> Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018\*), section 3.5

<sup>14</sup> Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018\*), section 3.6



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- Achieved the learning outcomes as outlined in the minor award - merit implies a good standard has been achieved.
  - Used the language of the vocational/specialised area with a degree of fluency.
  - Expressed and developed ideas.
  - Demonstrated initiative, evaluation and analytical skills.
  - Presented coherent and comprehensive evidence.

3. Pass (50-64%)

A Pass indicates that the learner has:

- Achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard
- Used the language of the vocational/specialised area competently.
- Attempted to apply the theory and concepts appropriately.
- Provided sufficient evidence which has relevance and clarity.

#### Academic Misconduct Policy

The College promotes academic integrity<sup>15</sup> and is proactive in encouraging correct academic writing and research skills. All students are advised of the expectations concerning academic work submitted for assessment and are provided with access to services to support the development of appropriate academic skills. Also, the College will use plagiarism detection software.

Students are advised that the College takes cases of academic misconduct very seriously and will apply penalties up to and including expulsion from the college with no right to return or entitlement to a refund. It reserves the right to protect its reputation as an academic institution and will defend any legal challenge to the implementation of this policy and the outcomes of deliberations relating to academic misconduct. All assessment tasks are to be entirely the work of the individual submitting them unless stated otherwise. Any assessments found to contain work the same as, or like, that of another student, past or present, will also be considered academic misconduct and the appropriate procedure will be applied and penalties determined as appropriate.

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<sup>15</sup> Assessment and Standards, Revised 2013, section 4.11



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All examiners are reminded that poor academic conduct or academic impoverishment is not to be confused with academic misconduct. Instances of academic impoverishment should be addressed through marking accordingly and providing the appropriate feedback to assist academic development. Cases of suspected academic misconduct, i.e., the intention to secure an unfair advantage through dishonest academic practice in the assessment process, should be addressed through UPRO008 UniHaven Academic Misconduct Procedure Rev 1. To deter students from considering academic misconduct as a low-risk option in cases where they feel failure is likely, in considering the penalty to be imposed the Academic Misconduct Committee should normally ensure that any penalty is more significant than having made an honest attempt at assessment and failed. The following definitions will guide staff as to what a student is suspected of under the overall heading of academic misconduct:

- Cheating - examples of cheating include but are not restricted to:
  - Any form of communication with or copying from any other source during an examination/assessment.
  - Use of a third party for the completion or partial completion of an assessment e.g., a friend, family member or essay writing service.
  - Introducing any form of written or other material into an examination (including that stored electronically) other than that specified on an examination paper.
  - Use of mobile phone during an assessment or examination.
  - Forgery, alteration or misuse of College documents, records, or identity cards.
  - Submission of false claims of prior qualification, research, or experience to gain credit for prior learning.
- Plagiarism - Plagiarism is defined as the presentation of work, written or otherwise, of any other person, including another student, or institution, as the candidate's own. Plagiarism includes but is not restricted to:
  - Verbatim copying of another's work without clear identification and acknowledgement.
  - Close paraphrasing of another's work by simply changing a few words or altering the order of presentation without clear identification and acknowledgement.



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- Unidentified /unacknowledged presentation of another's concept as one's own.
  - Collusion – is defined as the conscious collaboration, without official approval, between two or more students in the preparation and production of work which is ultimately submitted by each in an identical or substantially similar form and/or is represented by each to be the product of his or her efforts. Collusion also occurs when there is unauthorised cooperation between a student and another person in the preparation and production of work, which is presented as the student's own.

The College operates based on fairness and transparency, promotes academic integrity and seeks to ensure the validity and reliability of the assessment process. As a result, this policy will be applied consistently and all instances of suspected academic misconduct will be managed through UPOL008 UniHaven Academic Misconduct Procedure Rev 1. The College will not condone or facilitate academic conduct that seeks to intentionally compromise our reputation as an academic institution and the standards of the programmes it offers. All students will be notified of the action to be taken in any instance of academic misconduct being suspected and the potential penalties that may be applied. This policy applies to all students in all our programmes regardless of location, mode of study or target award.

The Academic Director is responsible for the implementation of this policy in respect of all cases brought to his / her attention and is also responsible for ensuring all Teachers are aware of the policy, of their obligations within it and how to act in cases of suspected academic misconduct. The Academic Director is responsible for determining whether an identified case of suspected misconduct warrants further investigation. Where a suspicion of misconduct is identified the policy must be applied promptly to ensure the interests of the student concerned and consideration of Exam Board requirements. A student must be notified of any suspicion and of any proceedings where a matter is being investigated. Notification should be in writing and should normally be by email to the student's correspondence email address. The student should be notified of their rights and provided with a link to or copy of this policy and its corresponding procedure along with any source material identified in cases of suspected plagiarism.



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Each student has a right to attend a formal deliberating committee in respect of a case brought against them. Should they choose not to attend or participate the committee is authorised to proceed regardless. The College strongly encourages the attendance of students at applicable hearings held by the Academic Misconduct Committee. Students are permitted to ask the Student Support Officer, their class representative or a support person (e.g. a close friend or family member) to attend the hearing with them. If students wish to have a legal representative attend, they must inform the College in advance and provide details such as name and relationship to the student.

Students are advised that the Academic Misconduct Committee is required to determine if, on the balance of probability, the misconduct occurred or not. In that regard, the College believes there is no justification for misconduct, and claims of stress, financial pressure, ill-health or other such instances will not be accepted as justification for academic misconduct. Equally, a lack of knowledge is not considered a suitable defence.

The College provides extensive information to all students on the regulations and their responsibilities within them. Dishonest conduct in the assessment will not be tolerated and students should look to alternative options in times of high pressure or uncertainty. Any student who believes they are subject to pressure that is impacting their studies and their ability to satisfy assessment requirements is advised to consult Student Services Officer or the Programme Manager or Teacher and request appropriate support or information on the options available to them. The College will retain a written record of each stage of proceedings. If it is found on the balance of probabilities that no offence has occurred, all records of the allegation will be removed and deleted from the student record.

### Assessment Appeals

An assessment appeal is a request for a review of an assessment decision. The College is committed to providing excellent education and student experience. It supports improvement in educational quality and academic decision-making. However, it recognises that from time-to-time situations arise when a student considers that they might have grounds for appeal against a decision related to the assessment of their academic

work. The College is committed to resolving appeals as quickly as possible with an emphasis on the local resolution as outlined in the procedures for appeals, rechecks and reviews<sup>16</sup> in section 5. Students have 21 days in which to submit an assessment appeal as outlined in section 5

#### Guidelines for Assessment Awards Standards

- Award standards are distributed to internal assessors and external examiners.
- Grade descriptors and guidelines for marking are issued to examiners.
- Award standards are made available to students on the LMS, and principal extracts are included in UDOC001 UniHaven Programme Handbook Rev 2.
- Comprehensive grade descriptors are provided to students in the Programme Handbook to outline what is expected of them in assessed work.
- Marking schemes are submitted by examiners in conjunction with sample exam papers to facilitate consistency of marking. Exam questions and marking schemes and, where appropriate, model answers approved by external examiners are included.
- Teachers provide clear and timely assessment feedback to students on submitted work.
- Pre-Exam Board review meetings are run at the programme level to review marks, special cases, and mitigating circumstances.
- Samples of students' assessed work and model answers/marketing schemes are reviewed by external examiners.
- Clear procedures and guidelines concerning absence from examinations, the release of examination results, feedback on examination results, appeal of results, and re-assessment of material are communicated to staff and students via College policies and procedures and handbooks.
- Internal assessor comments are returned with corrected scripts, providing commentary on the standard of student material, question choice etc, and identifying issues for further programme and assessment improvement that are considered at Programme Board.
- Exam Board is convened to consider and approve examination results.

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<sup>16</sup> Assessment and Standards, Revised 2013, section 4.10



- External examiner reports are submitted to QQI with AC endorsement assessing and approving the standard of examination questions, marking schemes, marking of student work, exam administration and Exam Board conduct.
- External examiner reports and awarding body comments are made available to the Programme Manager for review and action.
- Post-exam statistics are provided to assessors and examiners for review and action.
- Administrative processes are in place to oversee the dissemination of marks and standards, grading schemes, results processing.

#### Requirements for Awards and Progression

- Progression standards are dictated by the College's Higher Education Institution (HEI) partners for the relevant programme stream, i.e., business, humanities, science, IT etc.
  - While QQI awards are achieved as relevant to the grading system and standards outlined in this policy, the progression to HEI partners will be dependent on the grades such partners need to satisfy entry to their undergraduate degree programmes. Such requirements are communicated to students before they enrol at the College as part of the programme entry requirements...see UPOL007 Student Recruitment and Admissions Policy Rev 2.
- Eligibility for Award
  - The Level 5 Specific Purpose Certificate in International Foundation Studies award may be made at Pass, Merit or Distinction as classified in this policy. These awards will be based on the aggregate percentage marks for the programme.
  - To be eligible for consideration for the award a candidate must:
    - Undertake all modules listed in the course schedule for an award stage and satisfy all the assessment and other requirements set for the programme (e.g. attendance).
    - Pass each module required for their pathway stream.
    - Obtain an aggregate mark as per this policy.
  - The aggregate mark shall be computed from the marks scored at the first attempt or a resit of an assessment component in the modules of the award

stage. In other words, the marks scored in the second attempt would replace those of the first attempt.

- Where extenuating circumstances are relevant regarding a student's absence from an examination or concerning a candidate's performance at an examination or assessment, such scenarios will be dealt with as per this policy.
- A student who is granted a deferral from an examination will be permitted to hold any classification due based on their final aggregate.
- Where a student passes a module, they may not make a subsequent attempt at an assessment for that module to increase their mark.

#### Release of Awards to Students

- Availability of Results
  - Examination results must be agreed upon by internal assessors and external examiners at an Exam Board meeting, and then signed by the Chairperson and Secretary.
  - Results agreed by the Exam Board will be posted to the student's correspondence address following the Exam Board meeting. If for unknown reasons, students have not received their results within seven days, results may be given by email.
  - Under no circumstances should Teachers, administrative staff or any other staff or external member involved in the examination process release results to a student, formally or informally, or to any unauthorised third party, in advance of the Exam Board meeting.
  - Results will not be released to a student who has outstanding fees to pay.
  - Results will not be released to a third party without the prior written permission of the student. This must come in writing and be signed by the student.
- Presentation of Results
  - Results are provided to students within 10 working days of the Exam Board meeting.
  - The results letter should give actual percentages obtained in each subject and an overall award classification for the year.



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- Results should be considered provisional until they are ratified by QQI and results letters should state this.
  - The College shall arrange a specific date or dates, to fall within 10 working days of the notification of examination results, on which students may discuss their examination results with teaching staff.
  - Supplementary Examinations
    - Information on the availability and date of supplementary examinations for specific programmes will be contained in the Student Handbook.
    - Only students who have registered for the main examinations, or who in special circumstances have secured the permission of the AD, will be allowed to take the supplementary examinations.
    - Students retaking modules may do so at the next sitting of that module. In cases where the student has yet to complete another module, they may proceed on the understanding that the subject outstanding must be sat before they can meet eligibility for the programme award.
    - In the case of a candidate repeating an examination, marks awarded based on continuous assessments, shall, normally, be carried forward from the original examination to the repeat examination and aggregated with the marks scored in the latter to determine the total marks to be awarded in respect of the repeat examination.
    - In the case of a candidate whose results at a repeat examination are liable to be jeopardised by the carry-forward of poor marks awarded in respect of continuous assessment, the college reserves the right, in exceptional circumstances, to devise alternative assessment arrangements.
    - A student is permitted to attempt the same examination two times only. Any further attempts will be at the absolute discretion of the Academic Director.
    - Students retaking examinations will take responsibility for completing registration processes in line with relevant course requirements.

#### Internal Assessors<sup>17</sup>

- Internal assessors must be identified at the top of each examination paper.
- Internal assessors are responsible for

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<sup>17</sup> Adapted from Assessment and Standards, Revised 2013, section 4.7



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- Setting continuous assessment exercises.
  - Setting exam papers for the principal and supplementary examinations
  - Submitting model answers/solutions and marking schemes for relevant exam papers. Correction and grading of continuous assessments, dissertations, and examination scripts.
  - Submission of examiner reports.
  - Internal assessors must be prepared to work within tight deadlines according to the relevant assessment schedule.
  - To ensure uniformity of standards across subjects and programmes, marks awarded by an internal assessor must be a fair and accurate assessment of the student's performance and must conform with the marking schemes and the grade descriptors in use.

## 5. Procedures and Forms

### Appeals, Reviews and Rechecks Procedure

This procedure is designed to benefit all students by affording them the right to due process on their dispute of assessment outcomes. All academic staff at the College, be it Teachers, Committee or Board members or academic management, have a duty to objectively process all student assessment grade disputes.

### Correction of Error

Errors can be noticed internally even before a student appeals a grade process or decision. If following a meeting of the Exam Board, an error is discovered in the recording or calculation of a grade and/or in the recording of an overall result, a Correction of Error Form will be completed by the Programme Manager and signed by the Academic Director. This form will be submitted to the Appeals Board for noting & sign-off. An updated transcript will then be issued to the student by the Academic Director.

## Grounds for an Assessment Appeal

A student who wishes to appeal may do so on a limited number of grounds to include administrative errors, material irregularity in assessment procedures or an appeal on medical, personal, or other extenuating circumstances. The student must identify the module(s) and the elements for which the appeal is being made. The application must also specify the grounds on which the appeal is sought and must contain all information that the student requires to have considered in the appeal.

- Appeal on administrative error or a material irregularity in assessment procedures. An appeal of an assessment result shall be considered only if any of the following minimum standards of programme delivery were not met by the College.
  - A student believes they were adversely affected by an irregularity in how the assessment was conducted, e.g., in written examinations, insufficient/inaccurate information on examination papers and continual assessments, or faulty IT equipment.
  - They believe they were adversely affected by an administrative error, resulting in an incorrect grade being recorded on the student database.
  - They believe that due process was not followed and seek verification that their work was assessed under the College's policies and procedures and that the process was fair and consistent. For example, were students informed of assessment requirements (modes, weightings), was appropriate feedback provided to students on assessment, and were the assessment processes reviewed by external examiners.
- An appeal on medical, personal, or extenuating circumstances. An appeal may be made on the grounds of medical, personal, or extenuating circumstances if a student believes they were adversely affected by factors that the Exam Board was unaware of when making its decision, e.g., personal, or medical reasons. However, these are not in themselves grounds for changing a grade. A student may at the discretion of the Appeals Board be allowed to resubmit at the next exam period as a first sitting. Appeals are categorised as follows and need to be documented on UFORM013 UniHaven Assessment Appeals Request Form Rev 1 (see Appendix):
  - Appeals on Medical Grounds: In the event of illness during an assessment period, a student may appeal. An appeal on medical grounds must be

supported by appropriate, signed and dated medical certification on headed paper.

- Appeals on Personal Grounds: An appeal on personal grounds, e.g., relating to personal difficulties, must be supported by documentary evidence provided by a recognised professional (e.g., psychologist, counsellor, etc.). Documentary evidence provided must be legible and stamped by the relevant professional.
- Appeals on the Grounds of Extenuating Circumstances: A student seeking an appeal on the grounds of extenuating circumstances relating to other factors such as the death of a relative or other incident, must submit written evidence; for example, a death notification or Garda report.

### Assessment Appeal Submission

After results have been published, students can discuss these with their Programme Manager or Teacher. The aim is to understand the results and provide guidance for students in the future. This early communication can provide useful clarification and feedback and may help to inform a student's decision on whether to proceed or not with an appeal. However, once an appeal is submitted to the Academic Director, it is no longer appropriate for a student to consult with staff about the appeal lodged.

A valid appeal requires submission to the Academic Director by a student of a completed UFORM013 UniHaven Assessment Appeals Request Form Rev 1 within 21 days of the publication of results as notified by the Academic Director together with evidential support for the appeal and the relevant fee (see UPOL008 UniHaven Fees and Refund Policy Rev 1). Requests received by post must be postmarked within this period. Only a signed written request for an appeal from the student concerned will be considered. Third-party submissions will not be considered.

- Written assessments: In programmes where written examinations have been conducted a student may request the Programme Manager to view their scripts. To ensure applications to view scripts are processed within the appeal deadline date, three full days are set aside, commencing one day after the formal publication of results and ending the day before the appeal submission deadline. To organise a

viewing of your script, please email a request to the Programme Manager. To view your files in our administration office, please contact the relevant office to organise a date/time, explaining that you wish to do this to appeal.

- Practical assessments: For practice-based programmes, students may decide to review their student assessment feedback sheets, these are available from student files retained in the Academic Director/Programme Manager's office.

### Appeals Board

An Appeals Board is set up. The Board is made up of the Academic Director (Chair) or a nominee, and at least three members, all of which are external independent members with appropriate senior academic experience and with no conflict of interest in relation to the matters for deliberation and the applicants or students involved. Where there is a conflict of interest an alternative person may be substituted. An external member will be appointed Chair in situations where the Academic Director will have been a part of the process that led to the appeal. The membership must be independent of those that dealt with the original case or any Teacher/Manager who was responsible for marking the original assessment. The Appeals Board and its members are appointed by AC. Other relevant staff, such as the Programme Manager, or a Teacher, may only be present to respond to the Board's queries. The Academic Director will provide a recording secretary for the Appeals Board meetings. See UniHaven Quality Assurance Manual, chapter 2, for full Appeals Board terms of reference. The Appeals Board conducts the formal appeals process and will convene as often as is necessary after assessment periods scheduled in the academic calendar. The Appeals Board will arrive at one of the following decisions:

- To uphold the appeal.
- To reject the appeal.

### Appeals Process

Once the appeal has been lodged with the Appeals Board, it may request further information from the relevant programme unit including a call for reviews and/or rechecks to be done. A review means the re-consideration of the assessment decision by the Exam Board in consultation with the Teacher(s) concerned. A review will automatically include a recheck. A recheck means the administrative operation of checking (again) the recording and combination of component scores for a module and/or stage. The process normally

involves establishing that all answers, part answers and/or other assessment materials have been assessed and totalled correctly. This involves checking the script again, re-calculating the final scores, and where appropriate, modifying the results accordingly. Marks allocated can be increased or decreased. There is no appeal process for a re-check. The review and recheck process may result in one of the following outcomes:

a) Grade remains unchanged b) Grade is increased c) Grade is decreased

The Appeals Board will review all documentation relating to the appeal, including a review and/or recheck response from academic staff, and will decide on their findings. The decision of the Appeals Board will be conveyed in writing by the Academic Director to the student within five working days of the outcome of the Appeals Board, informing them of the appeal decision. If the appeal is successful, the appeal fee is refunded via the student's bank account as per UPOL008 UniHaven Fees and Refund Policy Rev 1. The decisions of the Board are recorded in Minutes that are circulated to the Programme Manager. Copies of the Minutes and letters to the students are stored in a restricted access folder on the College IT Systems/Servers. The Appeals Board does not attempt to replicate the assessment functions of an Exam Board and, therefore, does not involve itself in re-assessing any assessment elements of a student's work. Therefore, it is requested that students do not include any assessment materials such as dissertations, essays, programmes, or reports, with an appeal submission, as they will not be considered.





## APPENDIX

### UFORM013 Assessment Appeals Request Form Rev 1

*Students appealing an assessment result must complete Section A and Section B only.*

A: Details of the appellant			
Contact information			
Student Name		Student ID	
E-mail Address		Phone Number	
Programme		Stage	
Attempt at resolution – provide details			
Have you attempted to resolve your difficulties through the Programme Manager		Yes	No
Please give details of what steps you have taken to resolve your difficulties			
Support to Appeal			
If called, would you wish to present your case in person to the Assessment Appeals Committee?		Yes	No
If called, would you wish to be accompanied by a member of the College community?		Yes	No
IF YES, please state name:			
List any witnesses from the College community you may wish to Committee to call in support of your appeal.			

B: Details of your appeal	
Grounds for appeal	
Please indicate which one of the only two grounds upon which your appeal is made:	
Procedural irregularity: Substantive irregularity in the conduct of the assessment process, or where the Academic Regulations have not been properly implemented.	<input type="checkbox"/>
There were extenuating circumstances of which the Exam Board was aware but had rejected because the application was late and the Exam Board did not consider the reason why the application was late to be valid, or a prior circumstance emerged of which the Exam Board was not aware.	<input type="checkbox"/>
Please give details of why you consider you have grounds for an appeal.	
Additional information and documentation	
Please provide any additional information, and list any items attached to this appeal form, such as a medical certificate or other supporting documents.	
Outcome sought	
What outcome do you seek because of submitting your appeal?	
Declaration	
I have read the Assessment Appeals Policy, and I wish to submit my appeal on the grounds indicated above.	
Appellant's signature	Date



C: Appeal Administration		
Received by Academic Director		
Date received by Academic Director	Date	
Supporting documentation included	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Academic Director accepts the appeal	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Signature of Academic Director		Date:
Appeals Board		
Date of Appeals Board Decision	Date	
Decision of Appeals Board		
Name of Appeals Board Chair		
Signature of Appeals Board Chair		



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UFORM014 Correction of Error Form Rev 1

*Signed by Programme Manager:* \_\_\_\_\_

*Approved by Academic Director:* \_\_\_\_\_

Specify the nature of the error to be corrected	Grade Recording  Grade Calculation  Result Recording
Specify the proposed correction to be implemented	Grade Recording From: _____ To: _____  Grade Calculation From: _____ To: _____  Result Recording From: _____ To: _____
Approved by Appeals Board	Date: _____
Corrected by/on	Signature: _____  Correction Date: _____



## UFORM024 Extenuating Circumstances Application Form Rev1

This form should be used if you wish to submit medical documentation or highlight any personal circumstances (such as bereavement or other difficulties) to be considered by the relevant staff of the College, which may then be brought to the attention of the Exam Board.

### Personal Details

First Name	
Surname	
Email Address	
Phone Number	
Course Title	

### Details of Extenuating Circumstance

Any information given will be held in the strictest confidence.

Dates affected by the circumstance.

From: \_\_\_\_\_ To: \_\_\_\_\_

Please identify each of the assessments/ examinations which have been affected by the extenuating circumstance. Use a separate row in the table below for each module affected.

Module	Assessment Type	Due Date

Have you already made the College aware of these special circumstances?

Yes ☐

No ☐

If yes, please explain what action they have taken or suggested in relation to each module:



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Module	Suggested action/ action taken

Please outline the nature of the extenuating circumstance and how it has impacted on your performance, ability to meet deadlines or your attendance at an assessment/examination.

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## Supporting Evidence

*Supporting evidence from a competent professional is essential to the submission of this form. Please attached any medical certificates or relevant documentation as appropriate.*

Submitted evidence is non-returnable. Where appropriate, please ask the professional providing supporting evidence to be as specific as possible in outlining the impact of your circumstances on your ability to meet the demands of your academic programme.

Please indicate which best describes your extenuating circumstance:

Physical illness, injury, accident, or hospitalisation	Supporting original evidence must be supplied by a registered medical practitioner.	
Family Illness	Supporting original evidence must be supplied by a registered medical practitioner.	
Bereavement	Supporting original evidence must be supplied.	
Other personal or emotional circumstances	Supporting original evidence must be supplied by a registered medical practitioner.	
Victim of crime	Supporting original evidence must be supplied by An Garda Síochána/Police.	
Other	Supporting original evidence must be supplied.	

## Declaration

I confirm the above information is accurate to the best of my knowledge.

Student signature \_\_\_\_\_

Date \_\_\_\_\_



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## Official Use Only

Extenuating circumstance form received: ☐

Supporting Evidence received: ☐

Academic Director signature \_\_\_\_\_

Date \_\_\_\_\_

Extenuating circumstance form approved:

Yes ☐

No ☐

Resolution agreed upon:

Date student was informed \_\_\_\_\_





## UFORM027 External Examiner's Report Rev 1

*This report template is taken from QQI's Effective Practice Guideline for External Examining Revised 2015. Future revisions to QQI's guideline document should be used to revise this report template*

Date						
Programme Details	Programme Reference					
	Award Title:					
	Area Of Specialisation (ISCED CODE):	02.3.1				
	Main Modes of Delivery Offered:					
	Stage (1,2,3,4,..., or Award Stage):					
	Semester (if applicable indicate whether first or second):					
Classification Distribution and Trend		Current Year	Previous Year	Previous Year	Previous Year	Previous Year
	% H1/D					
	% H21/M1					
	% H22/M2					
	% P					
Completion Rate Data	Number who started the programme					
	Number who started the stage					
	Number who completed the stage (i.e. attempted final stage examinations)					



External Examiner Details	Name	
	Main Employment	
	Email address	
	Other contact details	
<p>Please consult the <i>Effective Practice Guideline for External Examining Revised 2015</i> and <i>Assessment and Standards Revised 2013</i> for more detailed information concerning expectations. If you require further guidance on completing the report please contact the Academic Director, via the following email address:</p>		
<p><b>In presenting opinions under the following headings the external examiner should make national and international comparisons.</b></p>		

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

## 1 The Evidence Considered

*The purpose of this section is to indicate how well informed the external examiner is about the provider, the programme and its context. Summarise the documentary evidence considered (see Effective Practice Guideline for External Examining Revised 2015) and any visits, meetings and interviews with learners and academic staff and others.*

## 2 Minimum Intended Programme Learning Outcomes

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

## 3 Actual Attainment of Learners

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

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

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

## 4 The Programme

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

## 5 Assessment Procedures

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

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



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- *The reliability of the provider's benchmarking of its assessment procedures.*

## 6 Trends

*Evidence concerning the extent to which teaching, learning and assessment arrangements have changed in response to the feedback provided by previous external examiner reports; and*

*Progress on recommendations in recent external examiner and other relevant reports on the programme.*

## 7 Conclusions and Recommendations

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External examiners' signature, date



## Quality Assurance Policy

<i>Quality Assurance Manual (QAM) Chapter 1</i>	
<i>Document Name</i>	Quality Assurance Policy
<i>Policy Document Number</i>	UPOL001
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	All College staff
<i>Approved By</i>	Academic Council
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	UDCO000 UniHaven Quality Assurance Manual Rev 2 Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016) Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016) QQI Awards Standards for Pre-Higher Education Foundation Awards for International Students (2015) National Framework of Qualifications



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## 1. Policy Overview

This policy sets out the College's overall approach to its quality assurance (QA) framework and infrastructure within the specific context of meeting Quality and Qualifications Ireland (QQI)'s programme validation requirements. The College recruits and teaches international students who want to come to study a foundation pathway programme in Ireland and progresses them to Higher Education Institutions (HEIs) on successful completion of the programme.

## 2. Policy Statement

Programme validation is a regulatory process that determines if a QQI award can be offered in respect of a provider's programme of education and training. The programme falls under the foundation programme category as in programmes that prepare international students for HEI study<sup>1</sup>. Often such programmes are referred to as pathway programmes. Preparation takes the form of English language grade improvement, academic grade improvement, and modules and experiences that prepare students for their target country and university norms and expectations.

QQI programme validation allows the College, post programme validation, to offer a QQI award at Level 5 on the National Framework of Qualifications (NFQ) for its pre-degree pathway programme<sup>2</sup>. The programme name is the Level 5 Specific Purpose Certificate in International Foundation Studies .

This policy outlines a high-level summary of the College's QA infrastructure and framework as it first applies for initial validation. Full details are outlined in the UniHaven Quality Assurance Manual Rev 2.

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<sup>1</sup> QQI Awards Standards for Pre-Higher Education Foundation Awards for International Students (2015)

<sup>2</sup> National Framework of Qualifications (NFQ)



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### 3. Roles and Responsibilities

All College staff and external members of boards and committees will be involved in the implementation of the College's QA approach for the benefit of its students. The implementation of College QA in all its aspects aims to minimise the risk to students and to provide assurance to staff and stakeholders that the College is governed and managed as an educational institution of high academic standing. Full details of roles and responsibilities are outlined in the College's Quality Assurance Manual (QAM), chapter 2.

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed schedules, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

### 4. Policy

The College has set out an overall approach to QA in detail in the following ways:

- The QA Manual (QAM)
  - The QAM has been written to describe an integrated approach to all aspects of QA for the benefit of staff, stakeholders, and students. It is important to state that while the QAM and associated policies and procedures have been written in the first instance to satisfy QQI requirements, this is not the key function of these documents. The key purpose of these documents is to inform and guide College staff, stakeholders, and students as to why and how the College will maintain very high QA standards in all its activities. See also chapter 1 of the QAM.
  - The QAM will be reviewed at least annually. The updated QAM will be approved by AC and any major changes will be notified to QQI before publication. The Academic Director has the responsibility for ensuring that AC is informed of any proposed changes to the QAM. The Academic Director, in conjunction with AC, is responsible for its accuracy and



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completeness, and for ensuring compliance with all QA policies and procedures concerning all College academic affairs and student supports.

- Policies and Procedures
  - Detailed policies and procedures have been written to give life to the high-level approach described and referenced in our QAM. Some procedures are included within policy documents while some specific and/or lengthy procedures exist as standalone documents. Where referenced in the QAM, each policy or standalone procedure is referenced as follows:
    - UPOLxxx.
    - UPROxxx.
- Forms and Documents
  - Forms are standalone, are referenced as part of the above policies and procedures and are listed in the Appendix of the QAM. Forms are referenced as follows:
    - UFORMxxx.
  - Documents such as codes, handbooks and manuals are listed in the Appendix of the QAM. These complement and in some cases summarise several policies and/or procedures and are referenced as follows:
    - UDOCxxx
- Policies, procedures, and associated documents and forms listed in the QAM have been referenced to make it easy for the reader to understand the way such documents interact with each other and the QAM. This, in turn, facilitates easy access to and dissemination of the information presented.
- Document control policies have been included to ensure that the above documentation is written, revised, approved, and implemented in a controlled manner...see UPOL004 UniHaven Policy-on-Policy Policy Rev 1.

A high-level overview of the College's QA infrastructure is shown in figure 1.



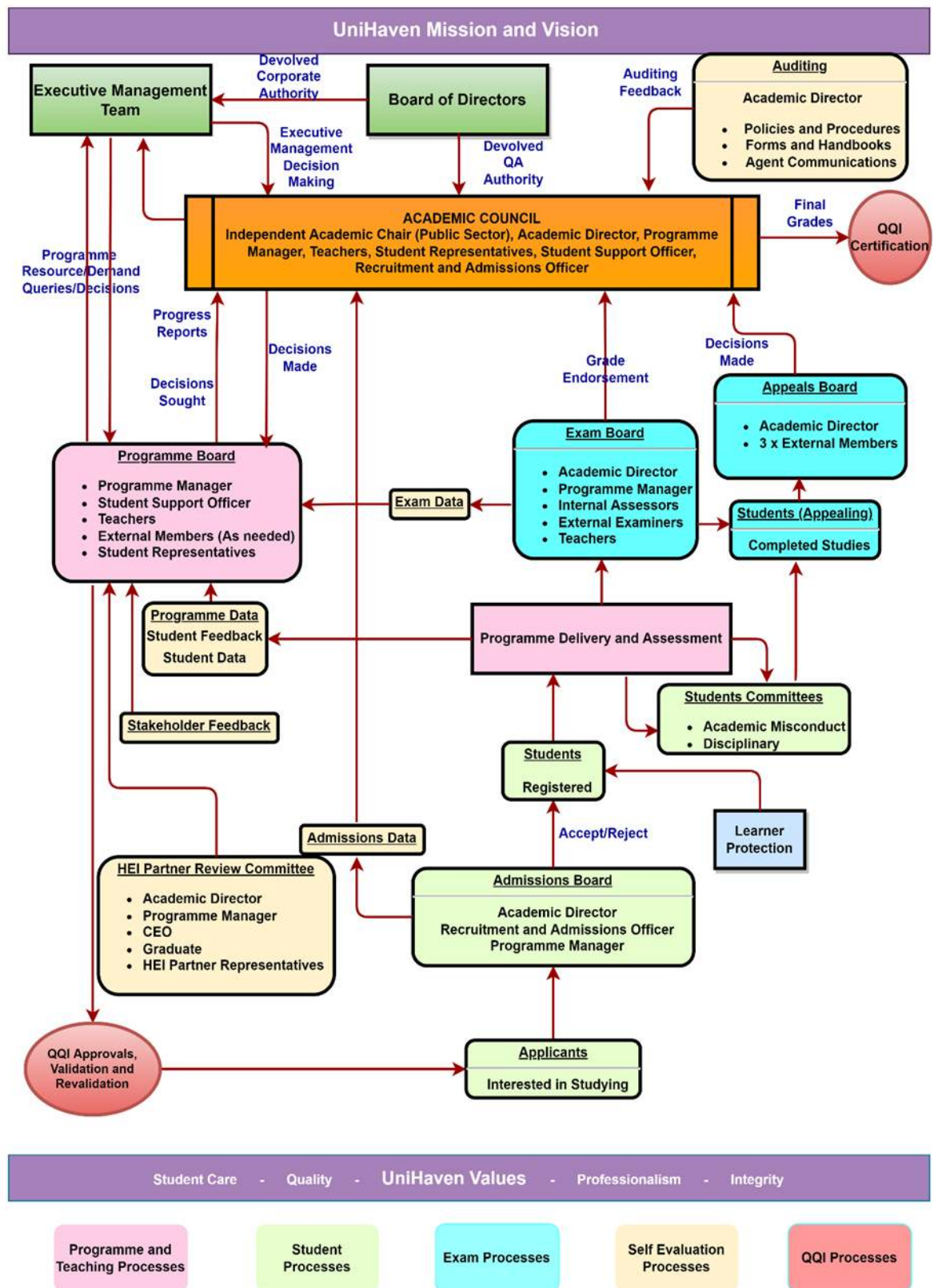


Figure 1 College QA Infrastructure



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## 5. Procedures and Forms

The key documents that are relevant to this policy are listed in the appendix of the QAM and the policy and procedure document control library. All associated policies, procedures, forms, and handbooks/codes/manuals are described, listed, and referenced in these documents.

The key references used to draft the QAM are as follows:

- QQI Provider References
  - Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016).
  - Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016).
  - QQI HET Core Validation Policy and Criteria Revised (2013).
  - QQI Policies and Criteria for the Validation of Programmes of Education and Training (2017).
  - Guidelines for Preparing Programme Descriptors for Further Education and Training Programmes Leading to QQI CAS Awards (Revised October 2013).
  - National Framework of Qualifications  
[https://www.qqi.ie/Articles/Pages/National-Framework-of-Qualifications-\(NFQ\).aspx](https://www.qqi.ie/Articles/Pages/National-Framework-of-Qualifications-(NFQ).aspx).
- Student Admission and Recruitment References
  - QQI Code of Practice for Provision of Programmes of Education and Training to International Students (2015).
  - Policy and Criteria for Access, Transfer and Progression in Relation to Students for Providers of Further and Higher Education and Training (NQAI 2003, re-stated by QQI 2015).
  - Protection of Enrolled Learners (PEL): Protocols for the Implementation of Part 6 of the 2012 Act Guidelines for Providers.



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- The London Statement for Ethical Recruitment: [https://www.britishcouncil.org/sites/default/files/london\\_statement.pdf](https://www.britishcouncil.org/sites/default/files/london_statement.pdf)
  - Teaching, Learning and Assessment References
    - The National Forum for the Enhancement of Teaching and Learning in Higher Education: <https://www.teachingandlearning.ie/>.
    - [http://www.iheqn.ie/fileupload/File/IHEQN\\_Guidelines\\_Collaborative\\_Provision\\_FINAL\\_21May13\\_55218605.pdf](http://www.iheqn.ie/fileupload/File/IHEQN_Guidelines_Collaborative_Provision_FINAL_21May13_55218605.pdf)
    - [Expanding our Understanding of Assessment and Feedback in Irish Higher Education - National Forum for the Enhancement of Teaching and Learning in Higher Education](#)
    - QQI Effective Practice Guidelines for External Examining Revised February (2015).
    - QQI Quality Assuring Assessment - Guidelines for Providers (Revised 2013).
  - QQI Self-Evaluation Monitoring and Review References
    - QQI (2014) Policy on Monitoring.
    - QQI (2016) Policy for Cyclical Review of Higher Education Institutions.
    - QQI (2016) Policy on Quality Assurance Guidelines, Section 4.4.1, 'The Provider-Owned QA Principle', Section 4.4.7, 'The Continuous Improvement Principle'.
  - Quality Assurance Legislative References
    - Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 (the 2019 Amendment Act).
    - Companies Act (2014).
  - Data Protection References
    - General Data Protection Regulation (GDPR) 2018.
    - Data Protection Legislation including Article 5 guidelines on (GDPR) General Privacy Data Regulations.
    - The Data Protection Acts 1988 and 2003 (as amended).
  - Child Protection references

- Children First Act 2015 and Children First: National Guidance for the Protection and Welfare of Children 2017.
- The Child Care Act 1991.
- The Children Act 2001.
- The National Vetting Bureau (Children and Vulnerable Persons) Act 2012.
- The United Nations Convention on the Rights of the Child.
- Staff References
  - Employment (Miscellaneous Provisions) Act 2018:
  - Minimum Notice and Terms of Employment Acts 1973–2005.
  - Industrial Relations (Amendment) Act 2015.
  - Organisation of Working Time Act 1997.
  - Organisation of Working Time (Records) (Prescribed Form and Exemptions) Regulations 2001.
  - Safety, Health and Welfare at Work Act 2005 (as amended): replaced the provisions of the Safety, Health and Welfare Act 1989.
  - The Employment Equality Acts 1998–2015.
  - Equal Status Acts, 2000 to 2004.
  - Equality (Miscellaneous Provisions) Act 2015.
  - Protection of Employees (Part-Time Work) Act 2001.
  - Protection of Employees (Fixed-Term Work) Act 2003.
  - Cara Inclusion Charter - <https://caracentre.ie/sport-inclusion-disability-charter/>.

## Programme Review and Development Policy

<i>Quality Assurance Manual (QAM) Chapter 4</i>	
<i>Document Name</i>	Programme Review and Development Policy
<i>Procedure Document Number</i>	UPOL005
<i>Version Reference</i>	Rev.2
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	Programme Manager, Teachers
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation including past description of first programme development process
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	<p>UDOC000 UniHaven Quality Assurance Manual Rev 2</p> <p>Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)</p> <p>Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016)</p> <p>QQI HET Core Validation Policy and Criteria Revised (2013)</p> <p>QQI Policies and Criteria for the Validation of Programmes of Education and Training (2017)</p> <p>Guidelines for Preparing Programme Descriptors for Further Education and Training Programmes Leading to QQI CAS Awards (Revised October 2013)</p> <p>National Framework of Qualifications</p> <p>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)</p> <p>Assessment and Standards, Revised 2013</p> <p>UPOL006 UniHaven Access, Transfer and Progression Policy Rev 2</p> <p>UPOL007 UniHaven Student Recruitment and Admissions Policy Rev 2</p> <p>UPOL013 Teaching and Learning Policy Rev 1</p> <p>UPOL014 UniHaven Blended Learning Policy Rev 1</p> <p>UPOL017 Student Support Policy Rev 2</p> <p>UPOL025 UniHaven Learning Analytics Policy Rev 1</p> <p>UPOL026 UniHaven Communications Policy Rev 1</p> <p>UDOC001 UniHaven Programme Handbook Rev 2</p>

## 1. Policy Overview

This policy is designed to guide College staff as to the process for reviewing the College programme and developing new programmes. This policy sets out what needs to happen and why as regards reviewing and developing any programme in the College that lead to a QQI award.

## 2. Policy Statement

The College sets out to comply with QQI core programme validation criteria<sup>1</sup>, namely

- The provider is eligible to apply for validation of the programme.
- The programme objectives and outcomes are clear and consistent with the QQI awards sought.
- The programme concept, implementation strategy, and interpretation of QQI award standards are well informed and soundly based (considering social, cultural, educational, professional and employment objectives).
- The programme's access, transfer and progression arrangements are satisfactory.
- The programme's written curriculum is well structured and fits its purpose.
- There are sufficient qualified and capable programme staff available to implement the programme as planned.
- There are sufficient physical resources to implement the programme as planned.
- The learning environment is consistent with the needs of the programme's learners.
- There are sound teaching and learning strategies.
- There are sound assessment strategies.
- Learners enrolled on the programme are well informed, guided and cared for.
- The programme is well managed.

This policy is also written following QQI's core validation policy and criteria<sup>2</sup>.

- The programme's content and learning environment must be appropriate to the programme's intended learning outcomes.

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<sup>1</sup> Policies and criteria for the validation of programmes of education and training (2017), section 17

<sup>2</sup> QQI HET Core Validation Policy and Criteria Revised (2013)

- 
- The programme should involve authentic learning opportunities to enable the achievement of the intended programme learning outcomes.
  - The programme should compare well against benchmarks (where appropriate).
  - The information about the programme as well as its procedures for access, transfer and progression should be consistent with the procedures described in national Policies, Actions and Procedures for Access, Transfer and Progression for Learners<sup>3</sup>.
  - The programme should meet genuine education and training needs.
  - The programme should be viable.
  - All programmes should have procedures for assessment of learners which should be consistent with Assessment and Standards, Revised 2013<sup>4</sup>.
  - The provider should have, where required, suitable arrangements for protection for enrolled learners if it ceases to provide the programme.
  - The provider should have appropriate quality assurance arrangements for the proposed programme. Any new quality assurance arrangements required should be agreed upon with QQI. Where QQI is the awarding body such new arrangements should be detailed with the application for validation.

A programme is the learning package designed, developed, and delivered by the College and it describes how the award standard will be reached. It provides an insight into the learning experiences on offer that will enable the student profiled to reach the standards of knowledge, skill and competence required to achieve the award that the programme is designed to deliver. A module can be defined as a sub-component of a programme with a defined title, learning outcomes, syllabus, and credits. For this policy, it is inferred that module reviews form a part of the programme review and development process.

Ideas and suggestions for new and improved programmes must be processed in a controlled and methodological way to ensure that programmes

- Are only developed if an identified need and an identified demand are in evidence.

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<sup>3</sup> QQI Policy Restatement Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training

<sup>4</sup> Assessment and Standards, Revised 2013

- Are consistent with the College strategic and resource planning and contributes to achieving its aims and objectives.
- Offer a valuable educational experience to our students.
- Are developed to meet the requirements of QQI and other external requirements where required.
- Are formally approved and validated before delivery and are subject to periodic revalidation as per QQI guidelines.
- Have access, transfer and progression arrangements that meet QQI criteria for approval.
- Have considered and outlined any blended learning aspects.
- Are subject to continuous monitoring and formal annual review.

### 3. Roles and Responsibilities

It is the responsibility of the Programme Manager to implement this policy in all its aspects. Staff, students, and stakeholders may suggest ideas for programme enhancements or new programmes but irrespective of source, this policy guides all programme review and development at the College.

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed schedules, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

The Programme Manager is responsible for ensuring that programmes have a formalised academic calendar, programme outlines, learning outcomes, assessment strategies, learning materials, sufficient teaching staff and for liaising with the external examiner to confirm academic standards in assessed work. A full role description is outlined in the QAM, section 2.4.3. The Student Support Officer supports the Programme Manager with programme monitoring by gathering, analysing, and feeding in salient academic into the



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relevant boards and committees that meet to discuss programmes and student performance. This process allows all staff to make informed decisions as to what improvements are needed.

### Programme Board

Programme development post the development of the first programme and programme reviews are discussed and processed via Programme Board. Its terms of reference concerning programme review and development and membership are as follows...see QAM, section 2.3.2.1. for its full terms of reference.

#### Purpose

Programme Board is responsible for the effective development, management, operation, and review of the programme as well as the monitoring, review and development of new modules, programmes, and assessments.

#### Key Responsibilities

Its main responsibilities include – see chapters 4, 6 and 7 for full details on the programme including admissions, recruitment, teaching, learning and assessment.

- Programme Development
  - Ensure that the programme is developed to ensure that it meets the required standards for the Level 5 Specific Purpose Certificate in International Foundation Studies award. Each of the 12 QQI validation criteria will be addressed in the submission<sup>5</sup> to ensure that the programme:
    - Is designed with overall programme objectives and programme strategies that are in line with the provider strategy and have explicit intended learning outcomes.
    - Is developed in line with the requirements of the National Framework of Qualifications (NFQ) and associated policies and procedures on Access, Transfer and Progression.

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<sup>5</sup> Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016), section 3.1.

- Is designed with the involvement of learners and other stakeholders. For the College programme, learner input from previous roles held by existing staff has been included.
- Benefits from external expertise and reference point to ensure it fulfils vocational needs where appropriate.
- Is designed to enable smooth progression for learners within and between programmes. For the College programme, progression between pathways is more relevant.
- Defines the expected learner workload.
- Is compliant with internal and other regulatory or professional policies and requirements.
- Has procedures for coordinating provision at faculty (or equivalent) level and college or centre (or equivalent) level for multiple programmes.
- Include well-structured placement opportunities where appropriate (including traineeships, internships, and other time outside the provider designed to offer experience in an area related to the programme of study).
- Is subject to formal internal provider approval processes against defined criteria.
- Is subject to ongoing monitoring and periodic review.
- Is designed with the intended mode of delivery and learning environment in mind.
- Formally proposing new programmes and or programme suggestions and improvements to EMT initially for resource and demand evaluations/decisions and later AC for final programme proposal to EMT.
- Programme Monitoring and Review
  - Ensuring all QA College policies and procedures are adhered to.
  - Ensuring arrangements are in place that addresses all aspects highlighted by the QQI validation criteria.
  - Developing and ensuring implementation of programme-specific quality assurance arrangements.

- Undertaking and evaluating student and staff feedback. After the first student intake has completed the programme, feedback from College graduates and receiving HEIs will be sought and evaluated.
  - Agreeing on the schedule of assessments and feedback to students to manage student assessment workload.
  - Ensuring that programmes are adequately staffed.
  - Ensuring that programmes and modules are reviewed.
  - Ensuring that premises, facilities, and technologies remain fit for purpose for the programme(s) run at the College.
  - Checking that library – physical and online - resources remain up to date and relevant to the modules and content being taught.
  - Reviewing programme action plans to ensure proposed actions are followed up and implemented.
  - Identifying risks, perform a quantitative and qualitative risk analysis, implement preventative and mitigation actions and review as per UPOL003 UniHaven Risk Management Policy.
- Public Information
  - Ensuring that programme information is made publicly available to applicants, students and agents in a way that is easily accessible, accurate and transparent.

### Membership

- Programme Manager (Chair).
- All Teachers.
- Student representatives (at least two nominated from the student pathway stream/class representative cohort).
- Student Support Officer.
- External Adviser for external input as relevant...examples includes experts in Teaching and Learning, Blended Learning, Business, Industry, International Education, Student Communications and so on.

### Frequency of Meetings

At least twice per semester.

### Receives reports/information from

- Academic Director for institutional performance data.
- Programme Manager for programme and student data.
- External Examiners as reports for examination-related input.
- Student Representative Meetings for student feedback and input.
- Staff regarding feedback about the programmes, teaching, student performance, etc.

### Reports to

An Annual Programme Report is prepared and agreed upon by Programme Board and sent to AC for approval.

## 4. Policy

There are 2 key aspects to the College's approach to programme review and development, namely:

- Programme Development.
- Programme Monitoring and Review.

### Programme Development

The development of new and updated programmes is conducted in a defined way with sufficient time allowed for the necessary internal and external assessments and consultations. New and updated programmes proceed through an internal approval process and must also be approved externally by QQI. Several principles underpin and provide the rationale for these developmental steps:

- There should be a systematic approach to programme design and development to provide clarity around responsibilities, purpose, resource implications (including

premises and facilities) and sufficient time to introduce any new or changed programmes.

- There should be sufficient clarity around the objectives, learning outcomes and size of a programme from early on, and relevant staff should be aware of the implications of its introduction.
- The design phase of the programme should involve sufficient reflection on how the programme structure, content, blended learning, and assessment methodologies match the learning outcomes.
- A business case should be proposed to justify the demand for the programme, its financial sustainability, its market need and relevance, the need for additional physical infrastructure all to enable the College to fulfil its obligations and reach expected academic standards.
- There should be an external validation of the programme by QQI.

The developmental steps that a new programme idea must go through before approval are outlined in detail in the programme development process in section 5. A summary of this process is shown in Figure 1.1.

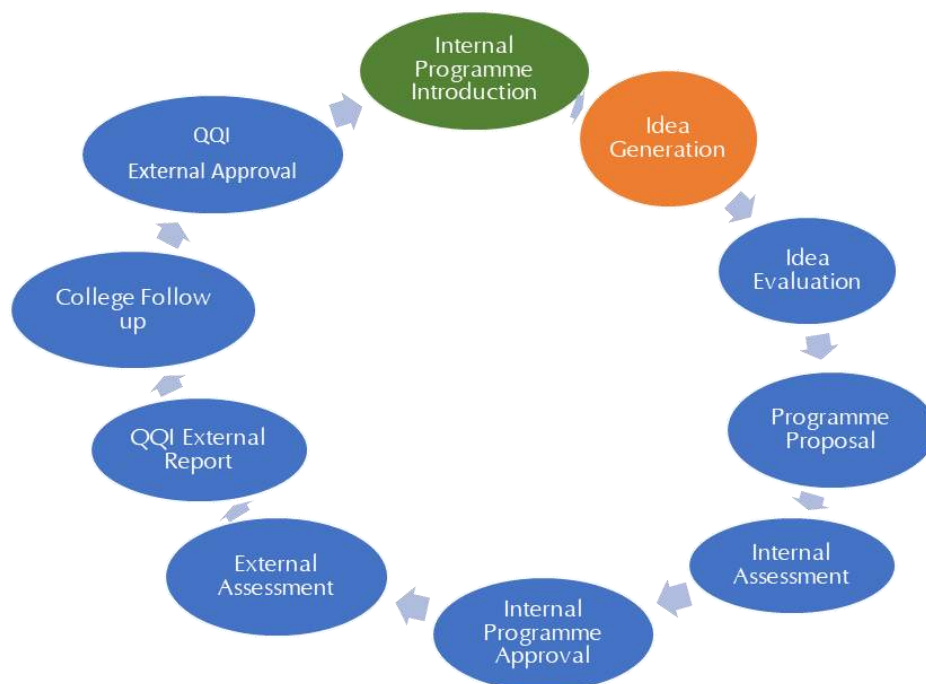


Fig 1.1 Programme Development Process

## Interim Programme Development Process for the College's First Programme Validation Submission

UniHaven is a relatively new provider in Ireland and will not open its Irish college until it has received programme approval for its first programme submitted for approval to QQI. UniHaven was set up to run foundation and other programmes and as such the business case for running the programme at the College was established at the time the company was formed. Because of this, the programme development process for its first programme will follow a different path within UniHaven to those programmes that may follow subsequently. The programme development process to develop the first programme to be run at the College is called the Interim Programme Development process and is set out below.

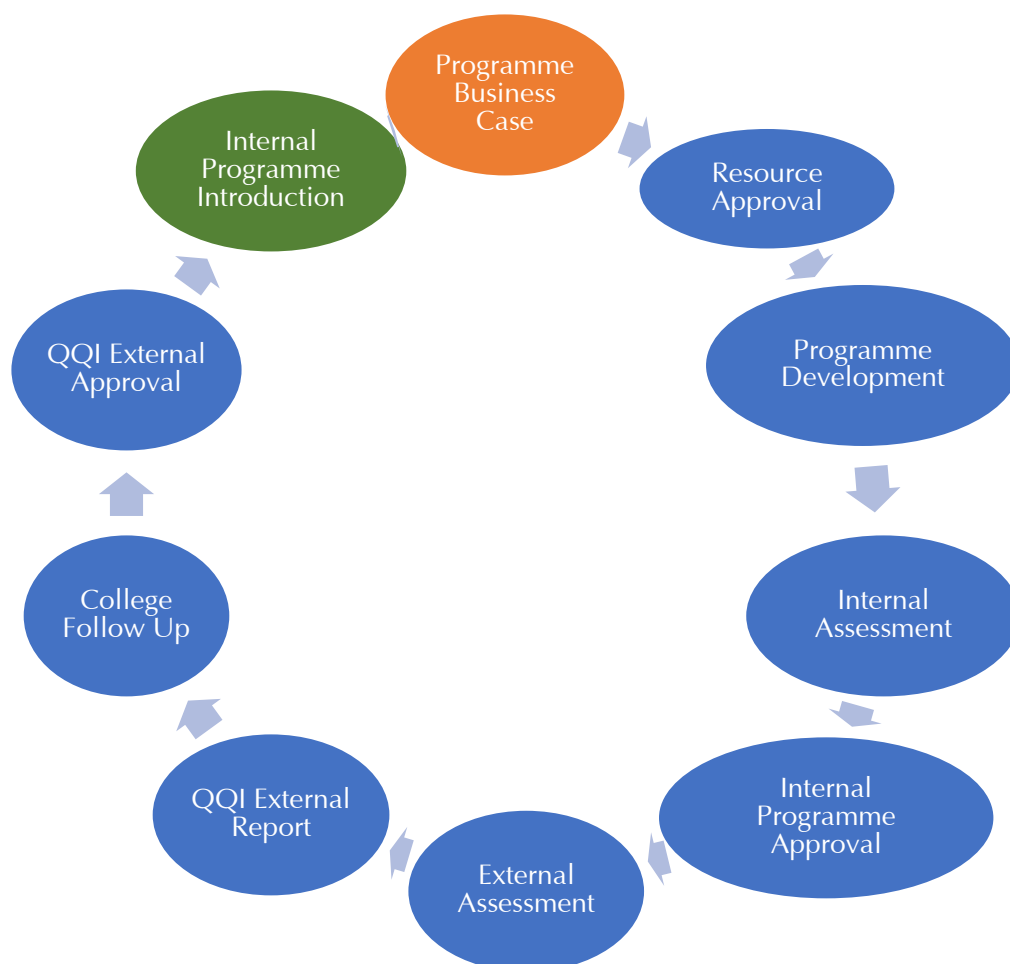


Figure 1.2 Interim Programme Development Process

The process is described in detail in section 5.

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## Programme Monitoring and Review

Programme monitoring and review is taken as an opportunity to:

- Ensure that the programme remains appropriate and create a supportive and effective learning environment.
- Ensure that the programme achieves the objectives set for it and responds to the needs of the College students and the changing needs of the College's HEI partners and ultimately employers and society.
- Review the student workload.
- Review student progression and completion rates benchmarked against competitors.
- Review the effectiveness of assessment policy and procedures, adding new assessment types, as necessary.
- Review the physical premises and facilities that are necessary for programme delivery including but not limited to classroom sizes, library and IT, science/media laboratory facilities etc.
- Update programme content, delivery modes, teaching and learning methods, learning supports and resources, and information provided to students.
- Update third party, industry, or other stakeholders as relevant to the programme.
- Review quality assurance arrangements that are specific to that programme.
- Review blended learning and assessment aspects.

Programme delivery is monitored in a way that allows for the identification of needs and the modification and adjustment of the programme and its delivery method as appropriate.

### Ongoing Monitoring and Review

Ongoing monitoring and review of a programme are used as an opportunity to evaluate that programme with the benefit of the experience of programme delivery incorporating feedback from staff, students, and stakeholders. Such evidence is reflected in student academic data, programme completion rate data and Higher Education Institution (HEI) progression data/feedback as well as student, teacher, and/or stakeholder feedback and programme evaluations. UPOL030 UniHaven Self-Evaluation, Monitoring and Review

Policy Rev 1 and UPOL025 UniHaven Learning Analytics Policy Rev 1 address how the College collects data on students' engagement, the effectiveness of student supports, learning effectiveness, programme effectiveness, students' academic progression through the programme and the academic performance of the College generally.

The monitoring and review process is iterative, and much of this activity takes place at different times and through a variety of mechanisms during the year such as Programme Manager-staff interactions, assessment results reviews, and staff and student feedback via formal and informal channels. See UPRO003 UniHaven Performance Management Procedure Rev 1 for how staff feedback is gathered and UPOL017 UniHaven Student Support Policy Rev 2 for how student feedback is collected. Notwithstanding the more immediate interventions that continuous monitoring allows, the principal monitoring mechanism is the more formal module and programme reviews that take place annually.

### Annual Programme and Module Reviews

It is good practice for the College<sup>6</sup> to periodically evaluate modules and programmes to consider advances in knowledge or technology, changing social, societal, or international contexts, changing student profiles, change in learning delivery expectations, and change in HEI requirements concerning the type of programmes needed to satisfy their entry criteria or the change in student profile they need to satisfy their academic requirements. An Annual Programme Report is prepared and agreed upon by Programme Board that details the findings and recommendation from the annual programme and module review process and is sent to AC for approval. Its key findings will be incorporated into the College Annual Quality Report endorsed by AC and sent to QQI each year.

The module reviews are coordinated by the Programme Manager in conjunction with the Teachers. The review assesses student academic performance, module assessment successes/issues, and general teaching effectiveness using feedback from student achievement and progression data (formative and summative), teacher/external examiner

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<sup>6</sup> Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016), section 3



feedback and student feedback. Review outputs are fed into and discussed at Programme Board. Programme reviews are conducted by the Programme Board and staff, student and external feedback as described in the terms of reference in section 3. Improvement measures are implemented in consultation with internal assessors and External Examiners in respect of each module.

On foot of the above reviews as well as from student feedback or informal monitoring during the year, it is common that there will be minor alterations to modules to maintain relevance and freshness. These can include changes to title, aims, objectives, outcomes, syllabi, programme content and delivery methods. Where minor changes are proposed after a review, the Programme Manager will approve the proposed changes and implementation strategy. If the revisions are substantial or a new module is required, which necessitate approval from QQI, the Programme Manager begin the programme development process as outlined in section 5 of this policy. See also UPOL030 UniHaven Self-Evaluation, Monitoring and Review Policy Rev 1 where the degree to which a programme change constitutes a significant change is described and how such changes are dealt with.

## 5. Procedures and Forms

### Interim Programme Development Process

The Interim Programme Development Process is outlined again here:

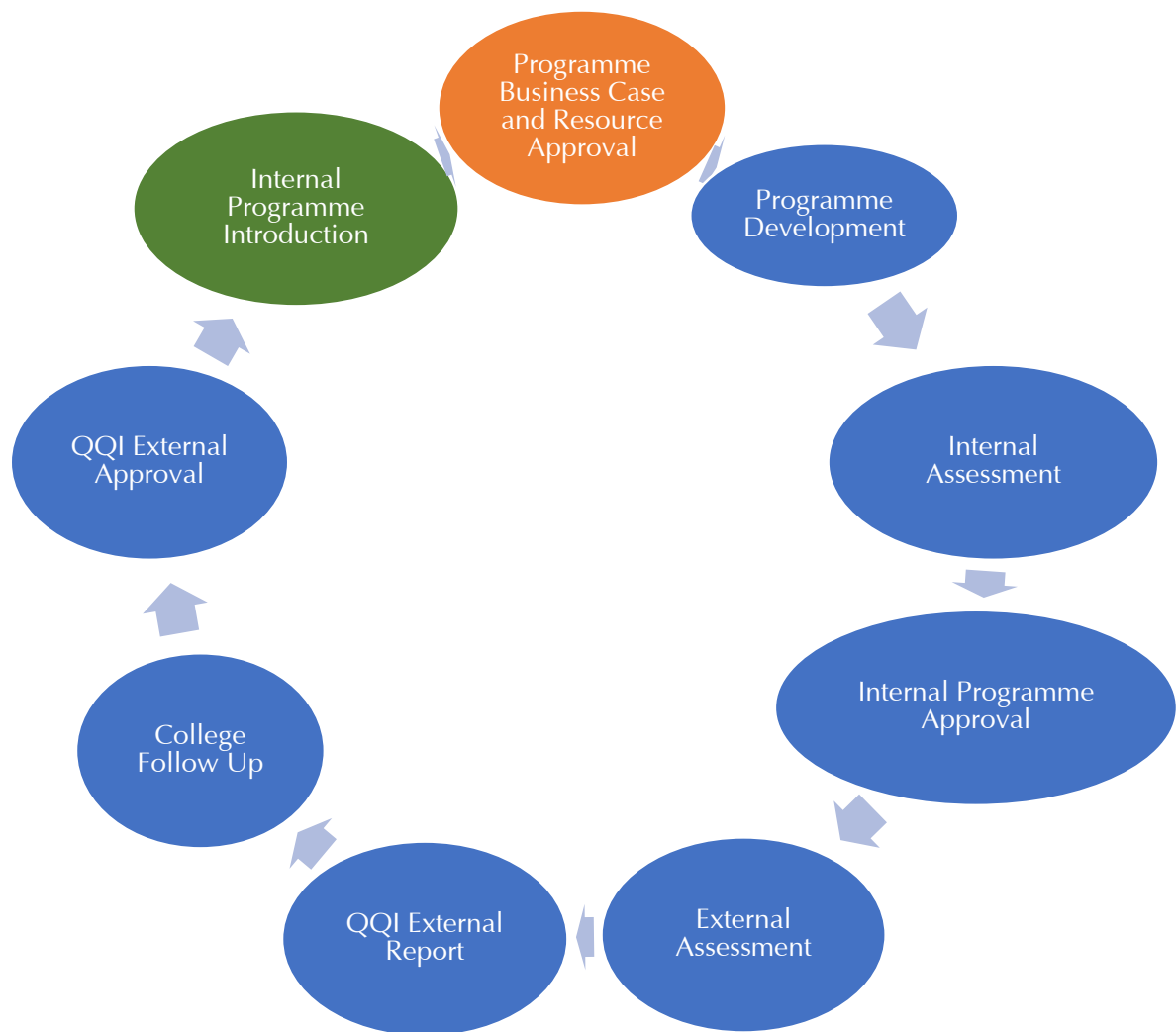


Figure 1.2 Interim Programme Development Process (Repeat)

#### Programme Business Case and Resource Approval

The Programme business case was established at the time that UniHaven was established.

The key questions asked and answered satisfactorily were:

- Does it fit with the College's core mission and strategic priorities?

- Is there sufficient demand and need for the programme externally?
- Are there sound financial reasons for its introduction?
- Are there sufficient resources to develop and implement the programme to include rental of premises and facilities to accommodate the programme?

The programme was discussed and approved at BoD. BoD approved the resources required to fund the

- Development of the quality assurance policies and procedures to meet Quality and Qualifications Ireland requirements.
- Initial access to validation requirements, including evaluation by QQI.
- Introduction of the programme.
- Opening of the College in Ireland.
- QQI programme approval process in full.

Subsequently, the programme was approved at EMT where the decision to pay for externally recruited resources was approved. The provisional programme and its intended modules were approved at AC together with the decision to appoint an externally recruited Interim Programme Manager and Teachers/Subject Matter Experts (SMEs) as requested by QQI.

Table 4.1 Proposed Initial Pathway Streams and Modules

Module Number	Module Title	Mandatory / Optional	FET credits
UNI001	English	Mandatory	60
UNI002	Intercultural Studies and Communications	Mandatory	10
<i>Business and Social Sciences Pathway</i>			
UNI003	Mathematics (Ordinary)	Mandatory for this Pathway*	20
UNI004	Business Studies	Optional	15
UNI005	Computer Science	Optional	15
UNI006	Global Studies	Optional	15
UNI007	Introduction to Social Sciences	Optional	15
<i>Engineering and Science Pathway</i>			
UNI008	Mathematics (Higher)	Mandatory for this Pathway*	20
UNI009	Biology	Optional	15
UNI010	Chemistry	Optional	15
UNI011	Physics	Optional	15
UNI012	Computer Science	Optional	15

\* Unless the student's choice of HEI degree programme necessitates a different level of Mathematics in which case such choice will be accommodated.

### Programme Development

The following interim staff were identified for the development of the programme submission as agreed with the Independent Chairperson of AC.

- Interim Programme Manager
  - Master's qualified with 30 years of teaching experience in Irish further and higher education.
  - Experience of programme development and submission to QQI.
  - 25 years of academic management experience.
- English Language Specialist Teacher
  - Postgraduate qualification in Teaching English as a Foreign Language.
  - 5+ years' experience of teaching English.
  - Programme development experience.
- Teachers/Subject Matter Experts) (7 in number)
  - Level 8 degree or higher qualifications in relevant disciplines with teaching qualifications and/or equivalent experience.
  - More than 3 years of secondary, further, or higher education experience in multicultural classrooms.
  - Programme development experience in their respective subject area, i.e., one of Mathematics, Biology, Physics, Chemistry, Business, Global Studies, Computer Science and Social Sciences.
- Student Support Expert.
  - Experienced student support expert in multicultural settings.

The Teachers and the Student Support staff reported into the Interim Programme Manager. The Interim Programme Manager reported to the Academic Director and their role was to develop the programme and to prepare its QQI submission in conjunction with academic and support staff to meet the core QQI validation criteria as described in Policies and Criteria for the Validation of Programmes of Education and Training (2017) and to identify any additional resources that the programme development process may identify. The Interim Programme Manager brought the proposed programme, the draft submission and

any identified resource requirements to AC for approval before proceeding to the internal assessment stage.

### Internal Assessment

Once AC was satisfied that the proposed programme sufficiently met QQI requirements and approved its progression to the internal assessment stage, AC approved the establishment of an internal review panel and appointed its members. The Assessment Panel consisted of panel members external to UniHaven. This Panel made a recommendation to AC whether the programme submission document should be submitted to QQI or not in its current state.

This panel consisted of all external members each with at least five years of relevant academic experience (other than student representatives) as follows:

- Experienced chairperson with experience of QQI programme validation panels.
- English language specialist.
- Teachers/SMEs from the College's HEI partners or other further/higher education institutions to provide feedback on the modules that have been developed with expertise in the following areas.
  - Maths.
  - Business.
  - Science.
  - Computing.
  - Social Science.

- Student Support expert to provide feedback on the student support aspects of the proposed programme.
- Student representative(s) with sufficient knowledge of the programme or a graduate of an international programme currently studying at an Irish HEI.
- External Adviser for external input.

After the internal assessment stage has been completed, the Interim Programme Development Manager addressed the feedback from the panel and amended the documentation as appropriate in conjunction with the interim programme development team. The revised documentation was submitted to AC and any further resources that may be required brought to the attention of EMT.

#### Internal Programme Approval

AC formally endorsed the programme for submission to QQI and proposed this step to EMT. EMT provided final sign-off on the business case for the introduction of the programme prior to submission of the final programme documentation that was signed by the CEO and submitted to QQI as well as approving any additional resource requirements that may have been identified from the programme development process.

The details of the programme that resulted are outlined in UDOC001 UniHaven Programme Handbook.

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The Interim Programme Manager prepared the submission material and documents to facilitate the QQI validation processes<sup>7</sup> in conjunction with the programme development team and the Academic Director. The Interim Programme Manager led on the internal compiling of documentation while the Academic Director led on the coordination of communications, panel reviews and site visits with QQI. Ultimately, the Academic Director is responsible for oversight of the submission working closely with the Interim Programme Manager and approves all documented submissions to QQI. The programme was then formally submitted to QQI comprised of the

- Completed submission.
- Supporting documentation.
- Self-evaluation of the programme against QQI programme validation requirements.
- Applicable fee.

The evaluation of the programme will be subsequently undertaken by a QQI appointed Panel.

### External Assessment

QQI formed a panel to externally assess the programme submission against the QQI programme validation requirements. The panel reviewed the submitted documentation, meet with college management, interim programme development manager and interim programme development team. The panel issued a report in line with QQI requirements.

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<sup>7</sup> QQI Policies and Criteria for the Validation of Programmes of Education and Training (2017)



### College Follow Up

In line with QQI requirements, the Academic Director in conjunction with the Interim Programme Manager reviewed QQI's report received as part of the programme validation process to implement any conditions and recommendations made by the Panel and respond accordingly. The Academic Director liaised with QQI as the person designated as the contact for QQI.

### QQI External Approval

QQI received the College response to its initial assessment and proceeded with its final assessment. It then produced the QQI Report that also contains its determination. The programme validation process led to an approval decision, the programme was approved by QQI for the College to promote and teach it. QQI notified the College in writing of its programme validation approval and issued a Certificate of Validation. QQI will also follow up to make sure its recommendations have been implemented by the College.

### Internal Programme Introduction

Once QQI programme accreditation is secured for the new programme, the Academic Director oversees the preparation of the College for the introduction of the approved programme. The College Programme Manager, English language specialist Teacher, module Teachers/academic staff and Student Support Officer are recruited and tasked with setting up the staffing, administrative and student supports for the programme. EMT will have pre-approved budgets for any additional physical or technical infrastructure needed

and the Academic Director oversees the renting/purchasing of all additional resources required.

### Programme Development

The Programme Development Process is again outlined here for all programmes to be developed at the College after the first programme has been approved.

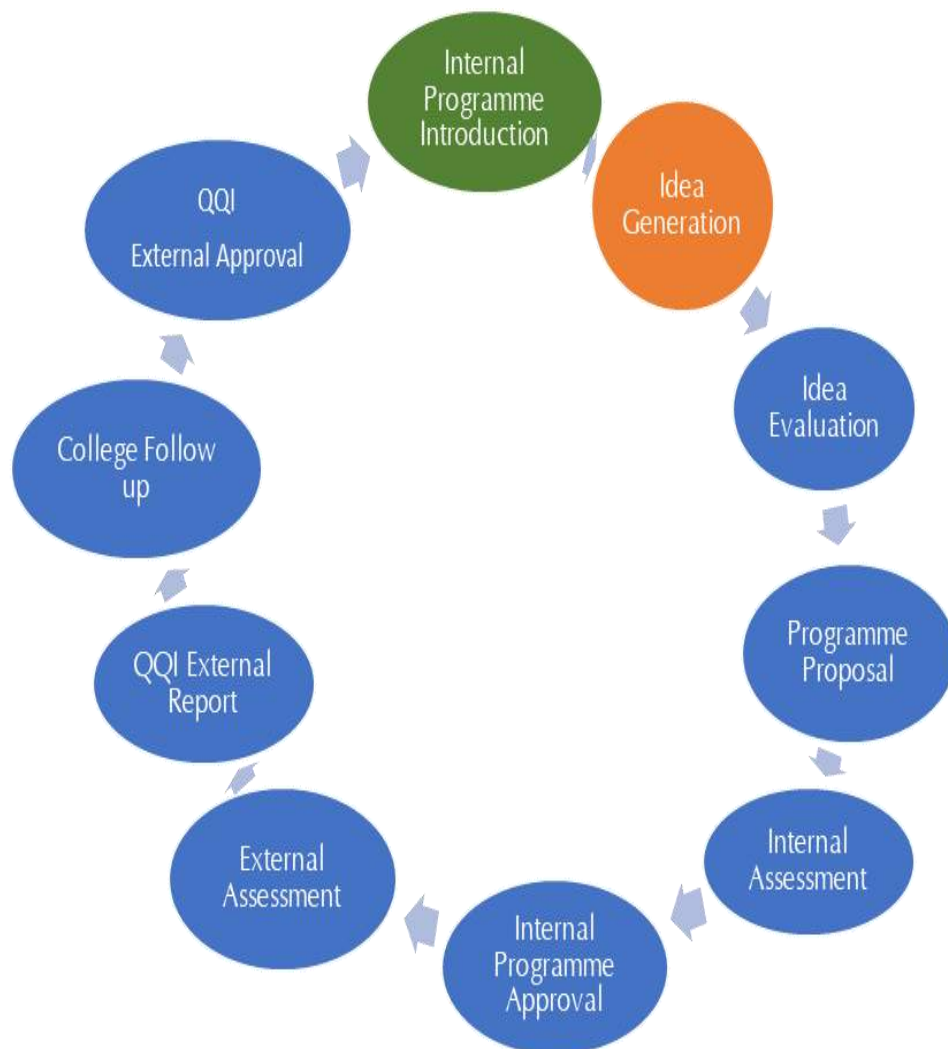


Figure 1.1 (Repeat) Programme Development Process

### Idea Generation

The first step is the initial idea generation. Ideas for new and updated programmes arise in several ways including from College staff, from student feedback, from engagement with HEI partners, from engagement with external experts, from engagement with government bodies in Ireland and overseas, or a formal programme review at Programme Board. Managers and College Officers also review international education trends and gaps in the market to develop new programme ideas.

### Idea Evaluation

The proposed programme or update is discussed initially at the programme level with the Programme Manager taking the lead. The Programme Manager requests approval from Executive Management Team (EMT) regarding the following aspects in particular

- Does it fit with the College's core mission and strategic priorities?
- Is there sufficient demand and need for the programme externally?
- Are there sound financial reasons for its introduction...has a cost/benefit analysis been completed and does it project profitability?
- Are there sufficient resources to develop and implement the programme to include premises and facilities to accommodate the programme or is an extension of premises and facilities up to and including the addition of a new teaching centre/college in a separate location to our current college location needed?

If EMT does not give its approval for the suggested programme/update, the process stops at this stage. If it does verify that the programme/update is worth pursuing, then the programme development process continues to the next stage.

### Programme Proposal

The Programme Manager must consider further aspects of the programme/update to decide whether to formally propose new or updated programme suggestions to Programme Board, including:

- Are there sound academic reasons for its introduction to include areas such as the progression of students to HEI partners, the assessment strategies for the modules suggested?
- Will it meet the required academic standards as specified by QQI?
- Is the programme workable internally regarding staff competence and capability, external examiner resources etc.?

If the outcome of the above deliberations endorses the suggested programme/update, the Programme Manager then outlines the following information in detail as part of his/her official programme proposal for consideration at the Programme Board.

- Programme Business Case - including the rationale for programme or update introduction, the target group, the resources required, the staff required (including External Examiners) and evidence of likely demand.
- Premises and Facilities – are current premises, facilities, and support infrastructure such as IT, learning technologies, availability of student nearby accommodation, transport linkages, HEI linkages, science/media laboratory access etc. able to absorb another programme being run in situ or do we need to run our programme in a different location, building, site, etc. altogether.
- Programme Title - including the qualification and the relevant NFQ level.
- Programme Profile - including the duration, the award type, and the credit size.
- Student Profile and Entry Criteria – ensuring entry criteria are in line with the entry criteria of the HEI partners this programme will feed into.
- Programme Objectives - including student outcomes in terms of knowledge, skills, and competence.
- Access Transfer and Progression - ensuring the proposed programme comes under the College's existing ATP policy.
- Delivery Mode and Methodologies – differentiating between in class delivery and online learning support.
- Delivery Programme Structure - including the modules and general academic content.
- Assessment Strategies<sup>8</sup> – for both the overall programme and for each module.

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<sup>8</sup> Assessment and Standards, Revised 2013

- Student Supports - including how students are supported in the context of the College's overall student support services.
- Staffing – to include internal and external staff resources needed to deliver the programme.
- Specific Validation Requirements - including any requirements that are outside of the normal QQI validation requirements due to the nature of the programme or any unique features of the target student profile.
- Protection for Enrolled Learners - ensuring students on the proposed programme are included in the College's existing learner protection arrangements.

### Internal Assessment

The Programme Manager brings the proposed programme to Programme Board. Programme Board perform an initial evaluation of the proposal. If further information is required, the Programme Manager adds such information to the proposal before bringing it back to Programme Board. If Programme Board is satisfied that the proposal is worth taking forward, an internal review panel is assembled under the oversight of the Programme Manager. This panel will consist of

- Programme Manager (Chair).
- Teachers with sufficient experience and expertise in the programme/update.
- Student representatives (two with sufficient knowledge of the programme/update).
- External Advisers for external input as relevant...examples include experts in Teaching and Learning, Blended Learning, Business, Industry, International Education, Student Communications, Higher Education, HEI Partner Representatives, Multicultural Teaching Experts, other Foundation Programme Providers and so on. These experts may assess potential transfer and progression option concerning other providers or HEI partners.

If the outcome of the above deliberations endorses the proposed programme, the Programme Manager takes the endorsed programme back to Programme Board for proposing to AC for formal approval. If it does not, the proposed programme goes back to the Idea Evaluation stage in conjunction with EMT.

### Internal Programme Approval

Programme Board will meet to discuss the programme after its internal assessment has been completed and will formally decide to approve it for proposal to AC. AC will then formally endorse the programme for validation through QQI and proposes this step to EMT. EMT signs off on the business and academic case for the introduction of the programme.

The Programme Manager assembles a programme team to prepare the submission material and documents to facilitate the QQI validation processes<sup>9</sup>. The Programme Manager leads on the internal compiling of documentation while the Academic Director leads on the coordination of communications, panel reviews and site visits with QQI. Ultimately, the Academic Director is responsible for oversight of the submission working closely with the Programme Manager and s/he approves all documented submissions to QQI before they are sent until QQI programme accreditation is secured. The programme is then formally submitted to QQI comprised of the

- Completed submission.
- Supporting documentation.
- Self-evaluation of the programme against QQI programme validation requirements.
- Applicable fee.

### External Assessment

QQI form a panel to externally assess the programme submission against the QQI programme validation requirements. This may include site visits.

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<sup>9</sup> QQI Policies and Criteria for the Validation of Programmes of Education and Training (2017)



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### College Follow Up

In line with QQI requirements<sup>10</sup>, the Academic Director in conjunction with the Programme Manager will review QQI's report received as part of the programme validation process to implement any actions recommended by QQI and respond accordingly. The Academic Director will liaise with QQI as s/he coordinates the follow-up process.

### QQI External Approval

QQI receives the College response to its initial assessment and proceeds with its final assessment. It then produces the QQI Report that also contains its determination. Assuming the programme validation process has not led to a refusal, the programme will be approved by QQI for the College to promote and teach it. QQI will notify the College in writing of its programme validation approval and issue a certificate of validation. QQI will also follow up to make sure its recommendations have been implemented by the College.

If refusal has been the determination, the College may follow up as follows:

- Make representations up to and including an appeal.
- Act to fully address QQI's recommendations to satisfy all QQI's programme validation requirements.
- Reapply for programme validation.

### Internal Programme Introduction

Once QQI programme accreditation is secured for the new or significantly updated programme, the Academic Director will oversee the preparation of the College and its staff for the introduction of the new/significantly changed programme. For a new programme, the programme team will set about developing the course materials and online material where necessary. Meanwhile, the Programme Manager and the Student Support Officer

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<sup>10</sup> QQI Policies and Criteria for the Validation of Programmes of Education and Training (2017)

are tasked with setting up the staffing, administrative and student supports for the programme. EMT will have pre-approved budgets for any additional physical or technical infrastructure needed and the Academic Director will oversee the renting/purchasing of all additional resources required.

### Module Development

Changes to modules and in ways that affect overall programme delivery, and the suggestions for the introduction of new modules, will require approval from QQI via the Programme Review and Development process outlined above. Teachers, therefore, should be aware that final confirmation might not be forthcoming for a period spanning one or more meetings with QQI. However, it is common that there will be minor alterations to modules to maintain relevance and freshness. These can include changes to title, aims, objectives, outcomes, syllabi, programme content and delivery methods. They may result from annual reviews or student feedback or informal monitoring during the year.

Where issues arise during the delivery cycle of a module, and immediate minor changes are deemed necessary, the Programme Manager should ensure that a record of the change appears in the next Programme Review cycle and the Academic Director should notify QQI of such minor changes to ensure continued compliance with programme validation criteria. While the effectiveness of any minor changes completed will be evaluated during the progress of the next delivery cycle of the module (and adjustments made accordingly), the success or otherwise of such changes must feed into the Programme Review process and be recorded as part of Programme Board's Annual Programme Report sent to AC for approval.



## Student Recruitment and Admissions Policy

<i>Quality Assurance Manual (QAM) Chapter 4</i>	
<i>Document Name</i>	Student Recruitment and Admissions Policy
<i>Policy Document Number</i>	UPOL007
<i>Version Reference</i>	Rev.2
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	Chief Revenue Officer, Recruitment and Admissions Officer
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation including enhanced ILEP clarity
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	<p>UDOC000 UniHaven Quality Assurance Manual Rev 2</p> <p>Qualifications and Quality Assurance (Education and Training Act (2012)</p> <p>Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)</p> <p>Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016)</p> <p>Policy and Criteria for Access, Transfer and Progression in Relation to Students for Providers of Further and Higher Education and Training [NQAI 2003, re-stated by QQI 2015].</p> <p>QQI Awards Standards for Pre-Higher Education</p> <p>Foundation Awards for International Students (2015)</p> <p>Cara Charter, <a href="https://caracentre.ie/sport-inclusion-disability-charter/">https://caracentre.ie/sport-inclusion-disability-charter/</a></p> <p>UPOL006 UniHaven Access, Transfer and Progression Policy Rev 2</p> <p>UPOL018 UniHaven Learner Disability Policy Rev 1</p> <p>UPOL022 UniHaven Data Retention Policy Rev 1</p> <p>UPOL026 UniHaven Communications Policy Rev 1</p> <p>UPOL027 UniHaven QQI Agent Policy Rev 1</p>

## 1. Policy Overview

This policy outlines UniHaven's position on the key information and processes relevant to student recruitment and admissions.

## 2. Policy Statement

All applicants who express an interest in the programme will be dealt with professionally and courteously and given information and guidance on what will suit their academic and personal goals. Before commencing the programme, and before any payments from or on behalf of an enrolled student in respect of the programme that they intend to study are accepted, applicants will be furnished with the relevant information under UPOL026 UniHaven Communications Policy Rev 1 and as per UPOL006 UniHaven Access, Transfer and Progression Policy Rev 2.

The College is committed to operating an admissions policy for suitably qualified applicants who fulfil the requirements to study the UniHaven International Foundation Pathway Programme ("the programme") that is based on transparency, inclusivity, consistency, and equality in line with QQI guidelines<sup>1</sup>, i.e. that policies and procedures for learner admission, progression and recognition include:

- Fit-for-purpose admission, recognition, and completion procedures.
- Learner induction to both the provider and the programme.
- Processes and tools to collect, monitor and act on information on learner progression and completion rates.
- Fair recognition of education and training qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning.
- Appropriate recognition procedures. These are in line with the national policies and criteria for ATP and the National Framework of Qualifications (NFQ) and any appropriate European recognition principles, conventions and guidelines

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<sup>1</sup> Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016), section 3.2

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including the European Qualifications Framework (EQF) and qualifications recognised via the National Academic Recognition Information Centre (NARIC).

### 3. Roles and Responsibilities

Admissions Board advises on entry criteria for the Academic Director to make determinations on admission decisions (see QAM, section 2.3.2.6). The Academic Director has overall responsibility for ensuring that this policy is implemented as part of College recruitment, admissions, and progression processes in conjunction with the Recruitment and Admissions Officer. The Chief Revenue Officer is responsible for liaising with the Academic Director to ensure all programme information that is published in advance is accurate, timely and appropriate. All programme information for public communications is approved by the Academic Director in advance of publication. The Chief Revenue Officer is responsible for managing recruiting agent relationships. This policy will benefit all applicants and students who wish to study the programme.

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed schedules, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

## 4. Policy

### Recruitment

#### Information

The College provides accurate, appropriate, and timely information to applicants. This is reflected in the College's commitment to providing advice, guidance, and support to applicants to enable them to make informed decisions about the programme. Any information published regarding the programme complies with QQI policies on public information and communication<sup>2</sup>, namely that all relevant programme and award information is made available to prospective and current learners, including the following:

- Whether or not a programme leads to an award.
- The name of the awarding body.
- The title of the award; whether the award is recognised in the National Framework of Qualifications (NFQ) and if so, the award type and NFQ level.
- Whether the programme is subject to procedures for access, transfer, and progression and if so, what these are.
- Details of the Protection of Enrolled Learner (PEL) arrangements in place, should PEL be a requirement.

Programme information that will be widely available publicly as per UPOL026 UniHaven Communications Policy Rev 1 includes information that is distributed as a programme prospectus, student handbook, website, social media channels, and programme handbook. This information includes programme content, modules, learning outcomes, fees, and delivery to include blended aspects, assessment methods, assessment success criteria and entry criteria. All such information is pre-approved by the Academic Director. All staff are briefed and kept up to date on programme content and specific entry requirements to ensure recruitment and admissions staff are communicating current and accurate programme information to prospective students.

#### Student Recruitment Agents

The securing of agreed services from overseas student recruitment agents ("Agent") is the responsibility of the Chief Revenue Officer. An application form is submitted by an agent,

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<sup>2</sup> Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016), section 9.2

a background check of such agents is completed, and the Chief Revenue Officer decides if an Agent is to work on behalf of the College or not. In all cases without exception, a written agency agreement must be signed by the Chief Revenue Officer and by the appointed Agent covering areas such as commercial terms, confidentiality, data protection and mutual responsibilities before any recruitment activity can begin. A full overview of how the College appoints, manages, and reviews Agents is detailed in UPOL027 UniHaven Agent Policy Rev 1.

## Admissions

The College is committed to widening access to and participation in university education on behalf of international students. It is dedicated to ensuring that:

- All applicants are treated fairly and consistently, providing equality of opportunity, transparent entry requirements, both academic and non-academic, and presenting no unnecessary barriers to applicants.
- The College does not discriminate on the grounds of gender, civil status, family status, sexual orientation, religion, age, disability, or race (which includes race, colour, nationality or ethnic or national origins).
- The admission processes are executed professionally.
- Clear information is provided to applicants on how the admission process will be conducted; prospective students have available statements of the knowledge, skill, and requirements necessary for successful participation, including any blended learning aspects.
- Advice and guidance to prospective applicants are offered to enable them to make informed choices about the programme and progression options that are appropriate to their interests, academic qualifications and potential.
- Decisions regarding the allocation of places on the programme are timely and transparent.
- Appropriate arrangements and procedures for handling admissions appeals and complaints about recruitment and admissions processes are fair and accessible.
- Applicants are informed of any significant changes to a programme to which they have applied at the earliest opportunity. Applicants are advised promptly of the options available in these circumstances.

Programme entry requirements are communicated in the programme material published in hard copy and on the College website and social media channels. Applicants who do not meet the entry requirements but believe that they should still be considered for entry on a special case basis are welcome to contact the Academic Director who will evaluate the enquiry in the context of the College RPL policy as outlined in UPOL006 UniHaven Access, Transfer and Progression Policy Rev 2. If an applicant chooses to appeal an admissions decision, they are entitled to do so. All admissions appeals must be made by email to the Academic Director, within five working days of the decision being communicated. Admissions procedures including procedures for applications, appeals, withdrawals and deferrals are outlined in section 5.

Should the programme be oversubscribed, the College will discuss the potential for applicants that it cannot accommodate, assuming deferral is also not an option, to take up a place in its Irish partner HEI's foundation programme or an Irish competitor's QQI foundation programme.

#### Student Access, Transfer and Progression

Full details of the College's policies and procedures concerning access, including entry requirements and recognition of prior learning ("RPL") are outlined in full in UPOL006 UniHaven Access, Transfer and Progression Policy Rev 2.

#### Applicants with Disabilities

Students with disabilities can broadly be described as those with physical disabilities, specific learning difficulties, and medical conditions that may have an impact on their studies. Applications are welcomed from students who present with such learning challenges and reasonable accommodations will be made, where possible and within the College's resource constraints, to help students to overcome these challenges...see also UPOL018 UniHaven Learner Disability Policy Rev 1.

Should a student have a learning challenge that they believe could hinder full participation in the College programme, they are invited to contact the Academic Director during the admissions process to discuss the issues involved in complete confidence. Students must use UFORM015 Evidence of Disability Form Rev 1 (see Appendix) to declare the relevant disability with supporting information to allow the College to first understand what impact

such challenges may have on their ability to successfully complete the programme and to allow the College to make sure that the College programme is suitable for the student's learning needs. Such admissions queries are evaluated in conjunction with the UniHaven Student Guide to Providing Evidence of Disability (see Appendix) which allows for informed decisions to be made by the Academic Director as to what reasonable accommodations, if any, can be made to help the student. The Academic Director will also consult with the HEI partner the student wants to progress to where relevant. If the Academic Director decides that the student's learning needs can be accommodated, the student will be admitted (assuming the standard entry criteria have been met) but if the Academic Director deems the programme not to be best suited to the student's needs, the student's enrolment application will be declined. As with all student admission decisions, the Academic Director's decision can be appealed via the College Appeals Board.

#### Higher Education Institution Conditional Offer Letters

As a pathway provider, students have decided while enrolling with the College what HEI and degree they wish to study post programme assuming successful completion of same and subject to the students securing the necessary visa to enter Ireland. Progression to a programme of education and training leading to awards at levels 6, 7 and 8 on the NFQ will be possible when students successfully complete the programme and achieve any specific requirements as specified by the receiving programme or institution. Decisions on the progression of students into undergraduate programmes at the UniHaven College partner HEIs are ultimately made by the respective partner universities and institutions.

To reassure applicants about their progression to the HEI degree programme, the HEI partners will issue Conditional Offer Letters (COLs) to College applicants showing how their progression to a degree programme is assured on the condition that College students successfully complete the programme, meet the HIE Partner requirements and successfully get a visa to study with the HEI in Ireland. HEI Partner COLs are separate to UniHaven College COLs with HEI Partner COLs outlining partner requirements and College COLs outlining UniHaven requirements. Such agreements to provide COLs are enshrined in Memorandums of Agreements signed with each HEI partner.

At the admissions stage, applicants will be advised about the degree options at their chosen HEI, what language and academic school requirements they must have, and what

grades higher than the programme's standard Pass grade (i.e., 50%) they should achieve in each module, if relevant. All such requirements will be outlined in the partner COL and/or the College COL. Both COLs must be signed for students to accept the offer of a place on the programme and to accept a place on the HEI Partner degree respectively subject to meeting all stated College and HEI Partner requirements.

### Making an Offer

Once an applicant has been accepted for enrolment onto the programme, a formal College COL is generated. This letter outlines the offer made to the applicant and the conditions on which such offer is made together with timelines for accepting the offer, payments etc. Conditions attached to the offer of a place will be clear and specific including the requirement to sit all module and programme examinations and assessments that will be provided to students at induction and are detailed in UDOC001 UniHaven Programme Handbook Rev 2. COLs are valid for one intake, and this is clearly stated on the letter with instructions on how to defer if required. Fees and payments are specified under UPOL008 UniHaven Fees and Refund Policy Rev 1. College COLs will be issued as will HEI Partner COLs.

### Deferrals

An applicant who has received an offer but does not wish to take up their place may apply for a Deferral of Admission. Deferred place offers will expire within one year because of the need for applicants to prove English language competency at the admission stage that is less than 2 years old. Deferred applicants must be made aware that admission is subject to programme availability and capacity at the postponed date. The deferral procedure sets out the guidelines for students wishing to defer from their programme of study and is outlined in section 5.

### Withdrawals

Every student will be helped to achieve their educational goals. However, on occasion, it may be in the best interest of the student that they withdraw from their programme before the end of the programme because of a need to go back to their home country for family or other reasons, because of illness, or for other relevant reasons that may lead a student to the conclusion that withdrawing is in their best interest then despite the College options



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such as deferring, delaying due to extenuating circumstances and so on. Further details on withdrawals can be found in section 5.

### Appeals

If an applicant chooses to appeal an admissions decision, they are entitled to do so. All admissions appeal must be made by email to the Academic Director, within five working days of the decision being communicated. The admissions appeal procedure is outlined in Section 5.

### Interaction between UniHaven and applicants

The College is committed to ensuring that any interaction with an applicant is conducted in a professional, courteous, and respectful manner and it is expected that any communication from an applicant is conducted in the same way. Should any applicant have any feedback or complaints regarding the recruitment or admissions process, they should email [studywithus@unihaven.ie](mailto:studywithus@unihaven.ie).

### Student Visas

Students from Non-European Economic Area countries will generally require a visa to study in Ireland. The Recruitment and Admissions Officer will provide guidance and support to the applicants with any visa-related questions, informing them of the necessary visa requirements. Students should also contact their local Irish Embassy/Consulate for information. The College cannot give any guarantees of successful visa applications. The documents that students require for their visa application can only be issued once the payment for their programme has been received as per agreed payment deadlines.

### Partner Visas

College staff will connect students with HEI partners to facilitate the smooth progression to the HEI partner and the relevant programmes. This will include the provision for support of visa applications.

## 5. Procedures and Forms

### Admissions Procedure

#### Application

All applications to the College are reviewed to determine if the applicant meets at least the minimum Programme Entry Requirements or equivalent as established by the College. The programme will have clear entry requirements documented and approved as part of the programme validation process and will be communicated to applicants and students in advance as per UPOL026 UniHaven Communications Policy Rev 1.

All applicants will complete the College application form that, when submitted, will be used by the College to assess applicants against the programme entry criteria as outlined in UPOL006 UniHaven Access, Transfer and Progression Policy Rev 2. All applicants with a disability or other specific needs should declare those requirements at this application stage as per UPOL018 UniHaven Learner Disability Policy Rev 1 to ensure that the College can evaluate any additional supports that may be required. Applicants who wish to be considered for Recognition of Prior Learning (RPL) should do so by emailing the Academic Director at admissions stage. Such RPL requests will be considered as per the RPL policy outlined in UPOL006 UniHaven Access, Transfer and Progression Policy Rev 2.

Applicants must also provide the following supporting documents:

- Original or certified secondary/ high school academic transcripts.
- Evidence of competency in English. Applicants from non-English speaking countries will need to prove that their competency in English is at an acceptable academic level. English language proficiency needs to be within 2 years of the date of presentation to the College.
- Copy of Passport.
- CV when asked for to supplement work experience declared- outlining academic institutions attended, qualification transcripts and past work experience carried out, may be requested. This should be presented in chronological order.
- For visa purposes, students will be asked for proof of relevant areas such as financial means, education track record etc. with and additional visa-specific information likely needed depending on the country of origin.



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All admissions decisions are conditional on the authenticity of transcripts. Completed application forms and supporting documents are submitted to the Recruitment and Admissions Office. UFORM006 UniHaven Student Application Form Rev 1 is in the Appendix.

### Interviews

Following the submission of the application form and supporting documents, some applicants may need to be interviewed to verify aspects of their application, including English language capabilities. This will be carried out by a member of the College staff. These interviews will be conducted by telephone or online. Applicants will be contacted by the Recruitment and Admissions Office to arrange the interview.

### Evaluation

Applications are evaluated against the published entry criteria by the Academic Director. Once completed, the Recruitment and Admissions Office will notify the applicant of the outcome via email. Students offered a place on the College programme will be given a Conditional Offer Letter (COL) that will be complemented by an HEI partner COL to reflect the pathway they wish to pursue in the College and the HEI partner together with relevant degree entry criteria that the HEI partner may specify. Applicants will, therefore, get two COLs. The applicant must accept or decline the College offer in writing within 14 days of receiving the offer. If they accept, they will be given proof of having a place on the programme via a letter of enrolment which they will also need for visa purposes.

### Registration of Students

After accepting the offer, students must pay their fees as detailed in UPOL008 UniHaven Fees and Refund Policy Rev 1 to secure their place on their course. Students will then be registered on the college learning management and student IT systems and receive their registration packs. UPRO002 UniHaven Student Registration and Induction Procedure Rev 1 outlines this process in greater detail.

### Student Visas

Students will require a visa before they can begin their programme. Before the submission of a student visa application, all tuition fees must have been received by the College. Upon receiving the tuition fees, applicants are issued with a receipt of payment. Documentation and self-financing requirements are subject to change so students should check out the

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latest guidance on the Irish Department of Justice website here: <https://www.irishimmigration.ie/coming-to-study-in-ireland/what-are-my-study-visa-options/how-to-apply-for-long-term-study-visa/>.

### Application Appeals Procedure

An applicant is entitled to appeal an admissions decision using UFORM008 UniHaven Admissions Appeal Form Rev 1 that is in the Appendix. Any general complaints or feedback regarding the admissions process can be sent to [studywithus@unihaven.ie](mailto:studywithus@unihaven.ie).

If an applicant chooses to appeal an admissions decision, they are entitled to do so on the following grounds:

- The incorrect process where they believe they have access to specific evidence of irregularity in the college's application assessment process.
- Specified/stated grounds where they believe that the college's decision was based on the misinterpretation of data or information provided as part of the application process.

All admissions appeals must be made by email to the Academic Director, within five working days of the decision being communicated. The appeal must be made using the Admissions Appeal Form accompanied by all relevant and supporting documentation. When submitting an appeal, a fee of €50 will be charged, however, this will be refunded if the appeal is successful.

All appeals will be assessed by the Appeals Board consisting of members independent of the appeal. The outcome of the appeal will be communicated to the applicant through an email from the Academic Director on behalf of the Appeals Board and this decision will be final.

Only the applicant may appeal, except in the cases of applicants under 18 years of age in which case the appeal may be made by a parent or guardian. Appeals from agents or other third parties shall not be considered. False or vexatious appeals will not be considered.

## Withdrawals Procedure

This procedure describes the process to be followed when a student wishes to withdraw from the programme. It is the responsibility of the student to ensure that they are aware of the implications of withdrawing from the programme before doing so. Teachers and the Programme Manager will offer to counsel the student as to their options and the implications of withdrawing before the student submits the withdrawal request. UFORM007 Student Withdrawal Form is in the Appendix.

The Academic Director is responsible for evaluating and approving withdrawal requests. It is the responsibility of the Programme Manager to then update and amend student records. The College is committed to helping every student achieve their educational goals. However, on occasion, it may be in the best interest of the student that the student withdraws from their course before the end of their course. If a student is considering withdrawing, the College will:

- Offer the student support and advice.
- Seek to resolve any issues that are causing consideration for withdrawal.
- Discuss the different options available to the student including a leave of absence.
- Guide the student through the steps necessary should they wish to proceed.

Students considering withdrawing from their course are encouraged to meet with their Teachers and/or Programme Manager to discuss their situation before withdrawal but this is not mandatory. Options available and the implications of withdrawing from the programme will be discussed with the student. It is the responsibility of the Teachers/Programme Manager to provide advice and support to help the student with their decision and doing so in a way that avoids the student feeling guilty or pressurised no matter what decision they ultimately choose.

If the student is certain of their decision to withdraw, they should complete UFORM007 UniHaven Student Withdrawal Form Rev 1. A student will not be considered withdrawn from the College until the form has been received and reviewed by the Academic Director. The student will be notified of confirmation of withdrawal within 10 working days. Following the withdrawal, the student will no longer be a registered College student.



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Refunds will only be issued in certain circumstances. Details of refund procedures are outlined in UPOL008 UniHaven Fees and Refund Policy Rev 1. UniHaven will retain a record of all student withdrawals as per UPOL023 UniHaven Data Retention Policy Rev 1.

### Deferral Procedure

For various reasons, a student may be unable to start their course of study at UniHaven as planned. The purpose of this procedure is to guide a student wishing to defer their UniHaven course to a later start date. The form required to execute this procedure is UFORM009 UniHaven Student Deferral Form Rev 1 located in the Appendix. While the College will strive to honour deferral requests, programme deferrals are at the discretion of the College. Deferrals may not always be a realistic option as the programme may change or be retired. Programme content and assessments may also be updated.

Deferred place offers will expire within one year. Students should be aware that to study the programme, they must have proven competency in English as per the programme entry requirements. This should be obtained within two years before the start of the programme.

### Before Programme Commencement

Before the programme start date, students in receipt of a course offer may wish to defer it for a future date in certain circumstances. Students should complete and submit the Student Deferral Form no later than 4 weeks before the start date of the programme. Deferrals are not considered within this period or thereafter. Deferral requests will be reviewed by the Academic Director. Students will be notified of the deferral decision by email within 10 working days of request submission. Where deferrals are granted, fees paid will remain paid, will not be refunded, and will be used for the deferred year's study.



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### After the Programme Start date

Students wishing to defer their place after starting their UniHaven programme should do so by week four of the programme start date. Students should complete and submit the Student Deferral Form. Deferral requests will be reviewed by the Academic Director. Students will be notified of the deferral decision by email within 10 working days of request submission. Students should refer to UPOL008 UniHaven Fees and Refund Policy Rev 1 for details on if and how they can obtain a refund in these circumstances.

### Accepting a Deferred Programme Offer

To take up a deferred place offer, students should contact the Recruitment and Admissions Office. This option is only available to students up to 4 weeks before the start of the programme and no later. Decisions regarding a deferred place offer will be communicated to the student via email by the Recruitment and Admissions Officer within 10 working days of request submission.



## Appendix

### UFORM006 UniHaven Student Application Form Rev 1

*The below details may be submitted via our online application systems*

Refer to the College fees, refunds, and admissions policies together with UniHaven's terms and conditions as listed on the college website.

#### 1. Personal Details

Title: (Mr/Mrs/Miss/Ms)		First Name:	
Last Name:		Maiden Name:	
Gender: Male/ Female		Date of Birth:	
Citizen of:		Country of Birth:	
Country of Residence:		How long have you lived there?	

Main Contact Address for Correspondence:	
Country	
Home Contact Address (If different to above)	
Country	



Main Contact Number							
Email Address							
Gender			Date of Birth				
Male (M)	<input type="checkbox"/>	Day		Month		Year	
Female (F)	<input type="checkbox"/>						
Emergency Contact Details							
Contact Name:				Contact Phone:			
Relationship with Emergency Contact							
Do you have health conditions or special needs which may affect your studies or require us to make special arrangements and to provide extra support for you?			Yes <input type="checkbox"/>		No <input type="checkbox"/>		

## 2. Further Details

Have you lived in the Republic of Ireland during the past three years?	
If yes, please state the first date of entry to the Republic of Ireland	

Have you previously applied for a student visa for the Republic of Ireland?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
If YES was your visa approved?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Have you previously applied for a student visa for any other country?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
If YES was your visa approved?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>



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If your visa application was refused, please provide the details for the refusal.

3. Are you applying through an Agent?  
If yes, please provide details of your Education Agent below.

Agent Contact Details	
Agent Name:	
Agent Email:	



#### 4. Details of Course (s) To Which You Wish to Apply.

NB: online studies can be taken from any country and have flexible intake dates. (for further information on courses available please visit [www.unihaven.ie/pathways](http://www.unihaven.ie/pathways) or contact Sandra Traynor [sandra@unihaven.ie](mailto:sandra@unihaven.ie))

Undergraduate Pathway		
Course Name	Course Stream	Month/ Year of Entry e.g. <i>September/ January</i>
UniHaven International Pathway Foundation programme	<input type="checkbox"/> Business	<input type="checkbox"/> September
	<input type="checkbox"/> Engineering	<input type="checkbox"/> January
	<input type="checkbox"/> IT	<input type="checkbox"/> 2022
	<input type="checkbox"/> Health Sciences	<input type="checkbox"/> 2023
	<input type="checkbox"/> Film and Media	<input type="checkbox"/> 2024
	<input type="checkbox"/> Sport	

Please indicate how you heard of these courses:

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#### 5. University Progression.

University Partner	University Course Title	Year of Entry
		<input type="checkbox"/> 2022 <input type="checkbox"/> 2023 <input type="checkbox"/> 2024

Please indicate how you heard of this course:

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#### 6. Work Experience & Qualifications Gained

Work Experience (*please provide a personal CV outlining the roles and responsibilities*)

Employer	Type of Business	Job Title	Full Time/ Part Time	From Month/ Year	To Month/ Year



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7. Qualifications Gained (Please provide copies of your certificates and ORIGINAL academic transcripts)

Institution Name & Country	Name of Qualification	Start Date (mm/yy)	Finish Date (mm/yy)	Subjects	Results/ Grades

8. English Language Level: (Please provide copies of certificates)

Name of Test (SELT) e.g. IELTS, Cambridge (CELA), TOEFL	Date of Test	Result	Certificate Number



### 9. Financial Requirements & Funding

Have you read and understood the financial requirements to study in Ireland?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Irish Student Visa Application Guidelines can be accessed here: [Coming to study in Ireland - Immigration Service Delivery \(irishimmigration.ie\)](http://irishimmigration.ie). Full details and guidelines on the financial requirements for visa applications can be found here: [Information on Student Finances - Immigration Service Delivery \(irishimmigration.ie\)](http://irishimmigration.ie). The Online Visa application form is also available here: [AVATS \(inis.gov.ie\)](http://inis.gov.ie)

How do you propose to fund your studies?		
Sponsored or Government Funded	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Privately Funded	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Financial Loan	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Other	<input type="checkbox"/> Yes	<input type="checkbox"/> No

If sponsored or Government funded, please provide the Name (s) and Addresses of Sponsor/ funder (Please provide stamped references on letter headed paper).

Name	
Address	
Telephone Number	
Email Address	
What is the sponsor's relationship to you: e.g. <i>parent/family member, government sponsorship</i>	
Why is your sponsor supporting you in your education abroad	
How much financial support they will be providing	€



#### 10. Checklist for Application Documents

Please find attached the following supporting documents:

- ☐ Copy of Passport.
- ☐ Copy of high school and University (if any) academic transcripts.
- ☐ An up-to-date CV showing work experience (required if there are any gap in your study or if you have work experience).
- ☐ Valid (recognized) English SELT qualification as proof of English.
- ☐ If any previous visa application refusals copy of visa refusal letter.
- ☐ If sponsored or Government funded, please provide stamped references on letter headed paper.

#### 11. Declaration

I confirm that the information given on this form is true, complete, and accurate and no information requested, or other material information has been omitted. I understand that the information provided will be held and processed by UniHaven Ltd under the Data Protection Act (the Act) and I give my express consent to the processing of my sensitive data by UniHaven as defined by the Act. I undertake to pay UniHaven by the due date, all fees for tuition and other services and goods supplied to me by UniHaven, should my application be successful.

Tick to confirm you have read and understood the above declaration		<input type="checkbox"/>
Date		
Signature		



## UFORM015 Evidence of Disability Form Rev 1

### Instructions for Completion

- A relevant Medical Consultant / Specialist who has the training and experience with the condition / disability must complete this form (please refer to UniHaven Student Guide to Providing Evidence of Disability).
- This form must be stamped.
- All applicants must complete this form, with the exception of those with Specific Learning Difficulties (e.g., Dyslexia), who must provide a recent Educational Psychologist's report.

### 1 Student Details

Please complete ALL sections below in TYPE or BLOCK capitals:

Name of student:
Date of Birth:
Phone Number:

### 2 Qualified Health Professional/Specialist

Name, Title of <u>Consultant/Specialist</u> :
Phone (including area code):
Position/Professional Credentials:
Date of Report:

If you are a GP or other health professional (not a Consultant or Specialist), please tick the relevant box below:

I have a diagnosis on file from the appropriate consultant/specialist named above:  
N.B. A copy of the document in which the diagnosis is confirmed must be attached to this form.

☐

OR

I can confirm that I have diagnosed this person with a disability e.g., depression/acute anxiety:

The GP or other health professional should now complete sections 3-7 as appropriate.

☐





### 3 Disability Information (to be completed by qualified health professional)

Disability type (please tick)

ADHD	<input type="checkbox"/>	Neurological Condition	<input type="checkbox"/>	Autism Spectrum Disorder	<input type="checkbox"/>	Significant ongoing illness	<input type="checkbox"/>
Blind/visual impairment	<input type="checkbox"/>	Physical Disability	<input type="checkbox"/>	Dyspraxia	<input type="checkbox"/>	Specific Learning Difficulty	<input type="checkbox"/>
Mental Health Condition	<input type="checkbox"/>	Deaf/Hard of Hearing	<input type="checkbox"/>	Specific Learning Difficulty	<input type="checkbox"/>	Speech and Language Communication Disorder	<input type="checkbox"/>

Please state the specific name of the Disability  
Date of Diagnosis/Onset of Disability


4 Please Briefly Describe the Course of the Condition i.e., will remain static, may have periods of relapse/remission, may deteriorate.

Duration: Ongoing/Permanent ☐ Temporary ☐ Fluctuating ☐

5 How does the disability/medical condition impact on the students' ability to study and participate (example, fatigue, concentration, pain, etc.)?

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6 Please describe measures currently being taken to treat the disability (e.g., medication, therapy)

--

7 What recommendations would you make for reasonable adjustments to enable equal participation in Higher Education (e.g., examination accommodations, adaptive equipment etc.)?

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8 Where a Consultant has completed this form, Consultant must complete the details below:  
Consultant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Official Stamp: This form must be completed and signed by the appropriate professional. In addition, it should be stamped or accompanied by a business card or headed paper.

Official Stamp: If a stamp is not available, this form should be accompanied by a business card or headed paper.

9 Where a GP has completed this form, GP must complete the details below:

GP's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

GP Registration Number:

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Name of GP: \_\_\_\_\_

Official Stamp: This form must be completed and signed by the appropriate professional. In addition, it should be stamped or accompanied by a business card or headed paper.

Official Stamp: If a stamp is not available, this form should be accompanied by a business card or headed paper.

## UniHaven Student Guide to Providing Evidence of Disability

Type of Disability	Type of Documentation	Appropriate Professional
Attention Deficit Disorder (ADD) / Attention Deficit Hyperactivity Disorder (ADHD).	Evidence of Disability Form OR Existing report	Consultant Psychiatrist OR Psychologist OR Neurologist OR Paediatrician
Autistic Spectrum Disorder (including Asperger's Syndrome).	Evidence of Disability Form OR Existing report	Consultant Psychiatrist OR Psychologist OR Neurologist OR Paediatrician
Blind/Vision Impaired	Evidence of Disability Form OR Existing report.  N.B. Evidence from high street retailers not acceptable.	Ophthalmologist OR Ophthalmic Surgeon OR Letter from the National Council for the Blind confirming registration with the council. OR If a student has attended a school for the Blind, a letter on headed notepaper signed by the principal which confirms attendance at the school.  The evidence of disability must confirm that: The Best Corrected Visual Acuity is equal to or less than 6/24 (Snellen) in one eye OR Near Vision N18 or less in one eye. OR The Peripheral Field of Vision is limited to the extent that it interferes with normal visual acquisition of visual material e.g., Homonymous Hemianopia. OR

		<p>The Central Field of Vision is limited to the extent that it interferes with normal visual acquisition of visual material e.g., Stargardt's Disease</p> <p>OR</p> <p>Cortical visual impairment as part of a brain insult resulting in an inability to process visual information</p>
Deaf/Hard of Hearing:	<p>Evidence of Disability Form</p> <p>OR</p> <p>Existing report</p> <p>N.B. Evidence from high street retailers not acceptable.</p>	<p>An audiogram from a professionally qualified Audiologist and/or ENT Consultant, with signature, clearly indicating moderate to profound bilateral hearing loss (i.e. above 40dB).</p> <p>OR</p> <p>If a student has attended a school for the Deaf, a letter on headed notepaper signed by the principal which confirms attendance at the school.</p>
Developmental Co-ordination Disorder (DCD) - Dyspraxia/ Dysgraphia.	<p>Full psycho-educational assessment AND Evidence of Disability Form</p> <p>OR</p> <p>Existing report</p>	<p>Psychologist</p> <p>AND</p> <p>Occupational Therapist</p> <p>OR</p> <p>Neurologist</p> <p>OR</p> <p>Chartered Physiotherapist</p>
Intellectual disability	<p>Evidence of Disability Form</p> <p>OR</p> <p>Existing report from relevant Specialist</p>	Relevant Specialist
Mental Health Condition	<p>Evidence of Disability Form completed no more than 5 years before point of Needs Assessment.</p> <p>OR</p> <p>Existing report which must be no older than 5 years at point of Needs Assessment.</p>	<p>Consultant Psychiatrist</p> <p>OR</p> <p>Specialist Registrar.</p>
Neurological Condition (incl. Epilepsy and Brain Injury).	<p>Evidence of Disability Form</p> <p>OR</p> <p>Existing report</p>	<p>Neurologist</p> <p>OR</p> <p>Other relevant Consultant</p>

Physical disability	Evidence of Disability Form OR Existing report	Orthopaedic Consultant OR Other relevant consultant appropriate to the disability/condition
Significant ongoing illness	Evidence of Disability Form no more than 5 years before point of Needs Assessment. OR Existing report which must be no older than 5 years at point of Needs Assessment.	Diabetes Type 1: Endocrinologist OR Paediatrician. Cystic Fibrosis (CF): Consultant Respiratory Physician OR Paediatrician. Gastroenterology Conditions: Gastroenterologist. Other Conditions: Relevant Consultant/ Specialist in area of condition
Speech and Language Communication Disorder	Evidence of Disability Form OR Existing report	Speech and Language Therapist
Specific Learning Difficulty (incl. Dyslexia & Dyscalculia)	A full Psychological Assessment Report.	Psychologist



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## UFORM008 UniHaven Admissions Appeal Form Rev 1

Full Name:	
Address for Correspondence:	
Phone Number:	
Email:	
Programme Title	

### Appeal Details

#### (a) Grounds for Appeal

Please indicate the relevant grounds on which you are making this appeal:

Incorrect process; specific evidence of irregularity in the College's application assessment process.	
Specified/stated grounds where the College's decision was based on misinterpretation of data or information provided as part of the application process.	

#### (b) Supporting Statement

Please provide details or documentation in support of your appeal based on the grounds you indicated above:

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### Declaration

By signing this document, you believe all information provided to be true.

Signed:  _____ Date: _____ Student	Signed:  _____ Date: _____ College Staff Member
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## UFORM009 Student Deferral Form

Full Name:	
Address for Correspondence:	
Phone Number:	
Email:	
Programme Title:	

### Deferral Details

Please provide details of the reason for your deferral request.

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### Declaration

By signing this document, you believe all information provided to be true.

Signed:  _____ Student	Signed:  _____ Staff Member
Date: _____	Date: _____



## Garda Vetting Procedure

<i>Quality Assurance Manual (QAM) Chapter 5</i>	
<i>Document Name</i>	Garda Vetting Procedure
<i>Procedure Document Number</i>	UPRO001
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	Child Protection Officer and all staff
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Procedure Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	UDOC000 UniHaven Quality Assurance Manual Rev 2 UPOL012 UniHaven QQI Garda Vetting Policy Rev 1

## 1. Purpose

The purpose of this procedure is to outline how staff are Garda vetted at UniHaven.

## 2. Roles and Responsibilities

Vetting by the National Vetting Bureau is mandatory for all College staff because there is a high likelihood that they will come in contact with children as defined under law, i.e., a person under 18 years of age. In UniHaven, children will include children of visitors or staff that may visit the college or offices as well as any students who have not yet turned 18 years of age or older. It is a criminal offence for organisations to fail to carry out the necessary vetting of such staff including all new and existing staff, hourly occasional staff, contractors, and volunteers.

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed timetables, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

## 3. Documentation

Vetting is now performed via online form submissions. The relevant link is located at <https://vetting.garda.ie/Application/About>.

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#### 4. Procedure

This procedure ties in with the Garda eVetting procedures referred to above. The key steps are as follows:

- Step 1
  - The staff member manually completes and forwards to the College's Child Protection Officer (Academic Director as an alternative) a Vetting Invitation Form and provides proof of identity. A copy of this form is in the Appendix.
- Step 2
  - The College validates proof of identity and sends the staff member an e-mail with a link attached inviting him/her to complete an e-Vetting Application Form online using the eVetting online procedure.
- Step 3
  - The staff member completes a Vetting Application Form online and submits it to the College.
- Step 4
  - The College reviews the Vetting Application Form and submits it to the National Vetting Bureau.
- Step 5
  - The National Vetting Bureau processes the application and forwards a vetting disclosure to the College.
- Step 6
  - The College reviews the vetting disclosure and as soon as is practicable provides a copy of the disclosure to the staff member.

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## Appendix

UFORM011 Garda Vetting Form Rev 1

# IRISH VETTING SERVICES

## **Guidelines for completing Vetting Invitation Form (NVB 1)**

Please read the following guidelines before completing this form.

### **Miscellaneous**

The Form must be completed in full using **BLOCK CAPITALS** and writing must be clear and legible. Ensure Email addresses are Clear, especially when using hyphen (-) and underscore (\_) the digit zero and the capital letter O (i.e. 0 & O); and the digit one, the lowercase letter L and the uppercase i (i.e. 1, l & I)

The Form **MUST** be completed in ball point pen.

Photocopies or Scanned vetting invitation forms **will not** be accepted.

All applicants are required to provide documents to validate identity and current address – see below

A completed form NVB3 – Parent / Guardian Consent Form - must accompany applications from those under 18 years of age. The applicant **must provide their Parent\Guardian Email address and contact no** on the application form (NVB 1) as the electronic correspondence will issue to the Parent\Guardian of applicants under 18 years.

### **Personal Details**

Please enter email address as the invitation to the e-vetting website will be sent to this. Current address means the address you are currently residing at, to include eircode / postcode

### **Proof of Identification documentation required**

Accepted forms of identity are as follows and you must submit both:

- 1.** A **certified copy**<sup>1</sup> of your current passport or Driving Licence / New Learner Permit (new credit card format only) and **2.** Original letter/document confirming proof of address. The proof of address can be a Utility Bill (e.g. gas, electricity, television, broadband) and must be less than 6 months old. Printed online bills are acceptable. **Mobile phone bills are not acceptable.**

<sup>1</sup> A `certified copy` is a photocopy of the original document certified as being a true copy by a competent authority (that is, signed by a lawyer, Commissioner for Oaths, medical doctor, justice of the peace, university administrator, local law enforcement officer e.g. Garda Síochána, etc.). Photocopies of `certified copies` will not be accepted.



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### **Role Being Vetted For**

The role being applied for must be clearly stated and MUST relate to Children and/or Vulnerable Persons. Generic terms such as “Volunteer” will not suffice.

### **Declaration of Application**

The applicant must confirm their understanding and acceptance of the two statements by signing the application form at Section 2 and ticking the box provided.

**NOTE: The completed form MUST BE RETURNED to the person / organisation you received it from. It MUST NOT be sent to Irish Vetting Services. The email link sent to applicants via email by the National Vetting Bureau expires **after 30 days** if not accessed and the process must commence afresh, with additional costs involved.**





## Section 2 – Additional Information

Name of Organisation:

Irish Vetting Services on behalf of; **UniHaven Ltd**

I have provided documentation to validate my identity as required *and* I consent to the making of this application and to the disclosure of information by the National Vetting Bureau to the Liaison Person pursuant to Section 13(4)(e) National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016. **Please tick box** ☐

Applicant's  
Signature:

Date:   /   /

**Note: The National Vetting Bureau will send you email with link to the e-vetting site to complete an ONLINE form. The email will be from: [evetting.donotreply@garda.ie](mailto:evetting.donotreply@garda.ie). Complete immediately as the link expires after 30-days**

## Data Protection Policy

<i>Quality Assurance Manual (QAM) Chapter 9</i>	
<i>Document Name</i>	Data Protection Policy
<i>Procedure Document Number</i>	UPOL020
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	All staff, DPO
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	<p>UDOC000 UniHaven Quality Assurance Manual Rev 2</p> <p>Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)</p> <p>Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016)</p> <p>The Data Protection Acts 1988 and 2003 (as amended)</p> <p>Data Protection Legislation including Article 5 guidelines on (GDPR)</p> <p>General Privacy Data Regulations</p> <p>A Guide for Data Controllers – Data Protection Commissioner</p> <p>Data Protection Regulation 2018</p> <p><a href="https://www.dataprotection.ie/docs/GDPR/1623.htm">https://www.dataprotection.ie/docs/GDPR/1623.htm</a></p> <p>European Communities (Electronic Communications Networks and Services) (Privacy and Electronic Communications) Regulations 2011 (S.I. No. 336 of 2011)</p> <p>Data Protection Commissioner (www.dataprotection.ie)</p> <p>A Guide for Data Controllers (Office of the Data Protection Commissioner)</p> <p><a href="http://www.dataprotection.ie/docs/a_guide_for_data_controllers/696.htm">http://www.dataprotection.ie/docs/a_guide_for_data_controllers/696.htm</a></p> <p>Personal Data Security Breach Code of Practice (29 July 2011)</p> <p><a href="http://www.dataprotection.ie/docs/Data_Security_Breach_Code_of_Practice/1082.htm">http://www.dataprotection.ie/docs/Data_Security_Breach_Code_of_Practice/1082.htm</a></p> <p>UPOL021 UniHaven Privacy Policy Rev 1</p> <p>UPOL022 UniHaven Cookie Policy Rev 1</p> <p>UPOL023 UniHaven Data Retention Policy Rev 1</p> <p>UPOL024 UniHaven Data Security Policy Rev 1</p>





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## 1. Policy Overview

This policy outlines the College's policy on data protection so that it complies with relevant GDPR legislation.

## 2. Policy Statement

The College is committed to protecting individuals' rights and privacy under QQI requirements as follows<sup>1</sup>:

- Reliable information and data are available for informed decision-making and to ensure the providers know what is working well and what needs attention.
- Controls and structures are in place to generate named data/reports which are communicated to staff and management for self-monitoring and planning purposes.
- The information gathered reflects the context and mission of the provider.

The College also seeks to comply with relevant data protection legislation, especially the Data Protection Act 2018. This bill

- Entitled an Act to establish a body to be known as the Data Protection Commission.
- To give further effect to Regulation (E.U.) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons concerning the processing of personal data and the free movement of such data, and repealing Directive 95/46/E.C. (General Data Protection Regulation).
- To give effect to Directive (E.U.) 2016/680 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons about the processing of personal data by competent authorities for the purposes of the prevention, investigation, detection or prosecution of criminal offences or the execution of criminal penalties, and the free movement of such data, and repealing Council Framework Decision 2008/977/JHA.
- To give further effect to the Convention for the Protection of Individuals regarding Automatic Processing of Personal Data done at Strasbourg on the 28th day of January 1981 and for those and other purposes to amend the Data Protection Act 1988.

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<sup>1</sup> Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)

- To provide for the consequential amendment of certain other enactments; and to provide for related matters.

Data Protection is how individuals' privacy rights are safeguarded concerning their personal data processing. The College needs to collect and use personal data about its students, staff, and other individuals that it deals with as an international College. Those individuals ("data subjects") have privacy rights about the processing of their personal data. The College must, therefore, comply with the E.U. General Data Protection Regulation ("GDPR") and the Irish Data Protection Acts, 1988 to 2018 (the "DPA") – known collectively in this policy as "the Data Protection Acts". The Data Protection Acts confer rights on individuals as well as responsibilities on those who process personal data. This policy applies to all College centres should it open more than one teaching centre in the future.

This data protection policy sets out, in writing, how personal data on staff, students and other individuals (e.g., parents, stakeholders etc.) is kept and how the data concerned is protected. Personal data is subject to certain legal safeguards specified in the Data Protection Act 2018. The Act imposes restrictions on how that data may be used. The policy sets out the rules on data protection and the legal conditions that must be satisfied concerning the obtaining, handling, processing, storage, transportation, and destruction of personal data. This policy outlines College responsibilities in this regard and refers to those other policies and procedures which deal with specific aspects of data protection. It will be reviewed regularly in light of any legislative or other relevant indicators and amended as needed.

#### Relevant definitions

- Data: means information in a form that can be processed. It includes automated data (information on a computer or information recorded to put it on a computer) and manual data (data that is kept as part of a relevant filing system, or with the intention that it should form part of a relevant filing system).

- Collection (of information) is the gathering, acquiring, or obtaining from any source and by any means including, without limitation:
  - Verbally.
  - By letter or other written form.
  - Electronically via a computer screen or email.
  - By videotape or other electronic media.
- Relevant filing system means any set of information that, while not computerised, is structured by reference to individuals or by reference to criteria relating to individuals so that specific information relating to a particular individual is readily accessible.
- Personal data means data relating to a living individual who is or can be identified from the data or from the data in conjunction with other information that is in or is likely to come into, the possession of the data controller.
- Data controllers are organisations or people who control and are responsible for the personal data which they hold. They determine the purposes for which and how any personal data is processed. They have a responsibility to establish practices and policies in line with data protection legislation. The College is the data controller of all personal data.
- Joint data controller is where two or more parties may properly exercise legal or de facto control and responsibility for a given set of personal data. This situation is rare.
- Data processors include any organisations or people who process personal data on behalf of a data controller. The staff of data controllers are excluded from this definition, but it could include suppliers which handle personal data on behalf of the College.

One company or person can be both a data controller and a data processor in respect of distinct sets of personal data. For example, a payroll company would be the data controller in respect of the data about its staff but would be the data processor in respect of the payroll data it is processing for the staff of its client companies.

To collect and process personal data "lawfully", the College must have a legal basis for doing so. There are six available legal bases for processing. No single basis is better or more important than the others – which basis is most appropriate to use will depend on the purpose and the relationship with the individual. The six legal bases set out in Article 6(1) of the GDPR are as follows:



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Processing shall be lawful only if and to the extent that at least one of the following applies:

- The data subject has given consent to the processing of his or her personal data for one or more specific purposes.
- Processing is necessary for the performance of a contract to which the data subject is a party or to take steps at the request of the data subject before entering a contract.
- Processing is necessary for compliance with a legal obligation to which the controller is subject.
- Processing is necessary to protect the vital interests of the data subject or another natural person.
- Processing is necessary for the performance of a task carried out in the public interest or the exercise of official authority vested in the controller.
- Processing is necessary for the legitimate interests pursued by the controller or by a third party, except where such interests are overridden by the interests or fundamental rights and freedoms of the data subject which require protection of personal data, in particular where the data subject is a child.

The College must determine its legal basis before beginning to process personal data and should document it in its data protection notifications. In cases where the College relies on consent as a condition for processing personal data, it must:

- Obtain the data subject's specific, informed and freely given consent.
  - Ensure that the data subject gives consent by a statement or an explicit affirmative action.
  - Document that statement/affirmative action.
  - Allow data subjects to withdraw their consent at any time without detriment to their interests.
- Personal data means data relating to a living individual who can be identified from that data (or from that data and other information in the possession of a Data Controller). Personal data can be factual (such as a name, address, or date of birth), or it can be an opinion (such as a performance review).
  - Sensitive personal data includes information about a person's racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, and the processing of genetic data, bio-metric to uniquely identify a natural person, data

concerning health or data concerning a natural person's sex life or sexual orientation shall be prohibited.

In the case of personal data relating to special categories of data, it is necessary for the processing to be covered both by a legal basis and by a special category condition set out in Article 9 of the GDPR. In the case of personal data relating to criminal convictions and offences, it is necessary for the processing to be covered both by a legal basis and by a separate condition for processing this data in compliance with Article 10 of the GDPR. Both types of processing need to be documented to demonstrate accountability and compliance.

- Health Information is a subset of sensitive personal data and includes a person's:
  - Health or disability (past, present, or future).
- Processing is any activity that involves the use of the data. It includes obtaining, recording, or holding the data or carrying out any operation or set of operations on the data, including organising, amending, retrieving, using, disclosing, erasing or destroying it. Processing also includes transferring personal data to third parties.
- Text messaging, or texting, is the Act of composing and sending brief, electronic messages between two or more mobile phones or fixed or portable devices over a phone network.
- Use means how information is used within an organisation.

### 3. Roles and Responsibilities

While the owner of this policy is the Data Protection Officer, all staff have a role to play in protecting staff and student data, particularly academic staff, and admissions staff, and to treat all personal data with great care. The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed timetables, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

## 4. Policy

### Records

The following types of data are collected and stored as records at the College:

- Staff records may be kept in manual record/filing system and electronic format/filing system to facilitate the payment of staff for salaries and leave, learning and development, role changes, grievance, and disciplinary matters etc. and include:
  - Name, address and contact details, PPS number.
  - Original records of application and appointment.
  - Record of appointments to roles.
  - Details of approved absences (annual leave, career breaks, parental leave, study leave etc.).
  - Details of work record (qualifications, classes taught, subjects etc.).
  - Details of complaints and/or grievances, including consultations or competency discussions, action/improvement/evaluation plans, and progress records.

Note: A record of grievances may be maintained, which is distinct from and separate to individual staff files.

- Student records may be kept in manual record/filing system and electronic format/filing system to enable each student to develop his/her full potential, to comply with legislative or administrative requirements, to ensure that eligible students can benefit from the relevant additional teaching or financial supports, to support the provision of information regarding visa applications to study in Ireland or overseas, to enable parent/guardians to be contacted in the case of emergency, to progress students to Higher Education Institution (HEI) partners etc.:
  - The information that may be sought and recorded at enrolment includes:
    - Name, address and contact details, passport number.
    - Names and addresses of parents/guardians and their contact details.
    - Education transcripts/proof of record.
    - Racial, ethnic, or national origin.
    - Any student disabilities or conditions that may impede their learning at the College...see UPOL018 UniHaven Learner Disability Policy Rev 1 for the way such information is sought and processed and used.
  - Language assessments.

- Attendance Records.
  - Academic record – subjects studied, class assessments, and examination results as recorded on official College records.
  - Records of significant achievement.
  - Records of disciplinary issues and/or sanctions imposed.
  - Recordings of online delivered tutorials for making available to students to replay for the benefit of their learning.
  - Other records, e.g., records of any serious injuries/accidents etc.
- Meeting records may be kept in manual record/filing system and electronic format/filing system as a record of member details, minutes of meetings, appointments, documenting decisions made by the relevant board, committee, or council etc. that may include:
    - Name, address, and contact details of each member attending.
    - Records concerning appointments to the meeting body.
    - Minutes of the meetings and correspondence to the meeting body may include references to particular individuals, be they staff, students or external individuals.

### Conditions for Processing Special Categories of Personal Data

The GDPR sets out conditions for processing Special Categories of personal data. The college must satisfy a lawful condition of personal processing data under Article 6 of the GDPR as well as one under Article 9 to process these categories of data.

- The data subject has given explicit consent to the processing of those personal data for one or more specified purposes, except where Union or Member State law provide that the prohibition referred to in paragraph 1 may not be lifted by the data subject.
- Processing is necessary for carrying out the obligations and exercising specific rights of the controller or of the data subject in the field of employment and social security and social protection law in so far as it is authorised by Union or Member State law or a collective agreement under Member State law providing for appropriate safeguards for the fundamental rights and the interests of the data subject.

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- Processing is necessary to protect the vital interests of the data subject or of another natural person where the data subject is physically or legally incapable of giving consent.
  - Processing is carried out in the course of its legitimate activities with appropriate safeguards by a foundation, association or any other not-for-profit body with a political, philosophical, religious or trade union aim and on condition that the processing relates solely to the members or former members of the body or to persons who have regular contact with it in connection with its purposes and that the personal data are not disclosed outside that body without the consent of the data subjects.
  - The processing relates to personal data, which are manifestly made public by the data subject.
  - Processing is necessary for the establishment, exercise or defence of legal claims or whenever courts are acting in their judicial capacity.
  - Processing is necessary for reasons of substantial public interest, based on Union or Member State law which shall be proportionate to the aim pursued, respect the essence of the right to data protection and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject.
  - Processing is necessary for preventive or occupational medicine, for the assessment of the working capacity of the employee, medical diagnosis, the provision of health or social care or treatment or the management of health or social care systems and services based on Union or Member State law or under contract with a health professional and subject to the conditions and safeguards referred to in paragraph 3.
  - Processing is necessary for reasons of public interest in the area of public health, such as protecting against serious cross-border threats to health or ensuring high standards of quality and safety of health care and medicinal products or medical devices, based on Union or Member State law which provides for suitable and specific measures to safeguard the rights and freedoms of the data subject, in particular, professional secrecy.
  - Processing is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes under Article 89(1) based on Union or Member State law which shall be proportionate to the aim pursued, respect the essence of the right to data protection and provide for suitable and



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specific measures to safeguard the fundamental rights and the interests of the data subject.

- Personal data may be processed for the purposes referred to in point (h) of paragraph 2 when those data are processed by or under the responsibility of a professional subject to the obligation of professional secrecy under Union or Member State law or rules established by national competent bodies or by another person also subject to an obligation of secrecy under Union or Member State law or regulations established by national competent bodies.

Note: There will be several additional grounds for processing special categories of personal data (such as health data) under Irish law, in addition to those contained in Article 9 of the GDPR. Notably, these include a legal basis to process health data for insurance, pension or mortgage purposes which, for the College, is limited to its need to collect medical information relating to any students who present with sickness, illness, injury, disabilities or conditions that may impede their learning and where a staff member needs to complete an occupational health assessment to gauge their fitness for fulfilling their employment role.

### Conditions for Processing Personal Data About Criminal Convictions or Offences (Article 10)

The GDPR rules for sensitive (special category) data do not apply to information about criminal allegations, proceedings, or convictions. Instead, there are separate safeguards for personal data relating to criminal convictions and offences or related security measures set out in Article 10. To process personal data about criminal convictions or offences, the College must have both a lawful basis under Article 6 and either legal authority or official authority for the processing under Article 10. You must determine your condition for lawful processing of offence data (or identify your official authority for the processing) before you begin the processing, and you should document this. The Data Protection Bill deals with this type of data in a similar way to special category data and sets out specific conditions providing lawful authority for processing it. Article 10 also specifies that the College can only keep a comprehensive register of criminal convictions if it is doing so under the official authority's control.



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Details of arrangements in place to ensure compliance with the eight rules of data protection

The policy outlines the arrangements in place to ensure that all personal data records held by the College are obtained, processed, used, and retained under the following eight rules of data protection (based on the Data Protection Acts):

- Obtain and process information fairly and lawfully.
- Keep it only for one or more specified, explicit, and lawful purposes.
- Use and disclose it only in ways compatible with these purposes.
- Keep it safe and secure.
- Keep it accurate, complete, and up to date.
- Ensure that it is adequate, relevant, and not excessive.
- Retain it for no longer than is necessary for the purpose or purposes.
- Give a copy of his/her personal data to that individual on request.

And, also:

- Not to transfer personal data to people or organisations without adequate protection.

#### Obtain and process information fairly and lawfully

Procedures have been put in place to ensure that staff members, parents/guardians and students are made fully aware when they provide personal information of the identity of the persons who are collecting it, the purpose in collecting the data, the persons or categories of persons to whom the data may be disclosed and any other information which is necessary so that processing may be fair. The College will process personal data fairly and under the fulfilment of its functions. This includes informing the data subject of the purpose of collecting their data and anyone to whom the data may be disclosed or transferred. Information obtained from a third party (e.g., a relative or guardian) is governed by the same confidentiality rules as if it were obtained directly.

Obtaining information fairly and lawfully also includes obtaining their consent to obtaining and processing their personal data (unless unable to do so, in which case its use must be

to prevent injury or other damage to their health). Article 7 of the GDPR outlines the conditions for consent as follows:

- Where the processing is based on consent, the College must be able to demonstrate that the data subject has consented to the processing of his or her personal data.
- If the data subject's consent is given in the context of a written declaration which also concerns other matters, the request for consent must be presented in a manner that is distinguishable from the other matters, in an intelligible and easily accessible form using clear and plain language. Any part of such a declaration that constitutes an infringement of the regulation shall not be binding.
- The data subject shall have the right to withdraw his or her consent at any time. The withdrawal of consent shall not affect the lawfulness of processing based on consent before its withdrawal. Before giving consent, the data subject shall be informed thereof. It shall be as easy to withdraw as to give consent.
- When assessing whether consent is freely given, utmost account shall be taken of whether, inter alia, the performance of a contract, including the provision of a service, is conditional on consent to the processing of personal data that is not necessary for the performance of that contract.

#### Lawful Basis for Processing (Article 6)

It is necessary under Article 6 of the GDPR to have a legal basis for processing ALL personal data. There are six legal bases set out in the legislation:

- Consent from the individual
  - The individual must give consent at the outset. Inferred consent is not enough. Their consent must be freely given, and the withdrawal of their consent should not have any adverse consequences for the individual.
- Necessary for the performance of a contract
  - The contract must be between the controller and the data subject. The data must be necessary for the performance of that contract or necessary to take steps to enter a contract with the data subject. For example, processing data relating to an individual's qualifications and work history

when considering entering into an employment contract, students' academic history and qualifications when they apply to study at the College etc.

- Necessary for compliance with a legal obligation
  - The College is required by statute to retain certain records, for example, employment records, health & safety records.
- Necessary to protect the vital interests of the individual or another natural person
  - This ground is applied in essentially "life and death" situations, for example, where it is necessary to provide personal data to the emergency services in the case of an emergency.
- Necessary for the performance of a task carried out in the public interest
  - This may occur where the College carries out a task in the public interest or in an exercise where official authority has been invested in the College as a data controller. However, a data subject can object to this lawful basis and challenge whether the processing is indeed in the public interest.
- Necessary for the legitimate interests of the controller or a third party
  - The processing is necessary for the College 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 and in the case of special categories of personal data, as covered by one of the lawful bases as set out in Article 9(1) of the GDPR, for example:
    - Explicit consent from the individual.
      - Necessary for legal obligations of the controller as an employer insofar as it is authorised by E.U. or Irish law.
      - Necessary to protect the vital interests of the data subject where the data subject is physically or legally incapable of giving consent.
    - Data has been 'manifestly made public by the data subject themselves'.
      - Necessary for medical or health reasons subject to any applicable DPA measures and safeguards.

- Necessary for the public interest' subject to any applicable DPA measures and safeguards.

In the case of personal data relating to criminal convictions and offences, it must be covered by a lawful basis as set out in the DPA.

Keep it only for one or more specified, explicit, and lawful purposes

- Those whose data is collected by the College are informed in advance about the reason/s why it is collected and kept.
- The purpose for which the data is collected and kept is lawful.
- Staff are aware of the different sets of data that are kept, and the specific purpose of each.

Use and disclose it only in ways compatible with these purposes.

The College will only process personal data for the specific purposes notified to the data subject when the data was first collected or for any other purposes specifically permitted by the legislation. This means that personal data must not be collected for one purpose and then used for another. If it becomes necessary to change the purpose for which the data is processed, the data subject must be informed of the new purpose before any processing occurs.

- Data is used only in ways consistent with the purpose/s for which it was obtained.
- Data is disclosed only in ways consistent with that purpose.
- Procedures are in place, which is following the Data Protection Acts, to facilitate the transfer of information to HEI partners when students wish to progress to them, and students will have given prior consent for this to occur.
- The College outlines the circumstances in which it will disclose personal data to third parties to data subjects before the disclosure taking place.
- Procedures are in place under the Data Protection Acts to facilitate the transfer of personal data abroad as international transfers
- Exceptions to disclosure rule:
  - Data can be disclosed when required by law.



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- Data can generally be disclosed to an individual himself/herself or with his/her consent.
  - Refer to UPOL009 UniHaven Staff Recruitment and Selection Policy Rev 1 for the data collected at the recruitment and selection stage including occupational health assessments.

#### Keep it safe and secure.

The College will take appropriate security measures against unlawful or unauthorised personal data processing and the accidental loss of, or damage to, personal data. It is aware that high standards of security are essential for all personal data. Personal data may only be transferred to a third-party data processor if that data processor agrees to comply with our procedures and policies or puts in place adequate measures themselves. The College commits that

- Appropriate security measures have been taken against unauthorised access to, or alteration, disclosure or destruction of, the data and against their accidental loss or destruction.
- Access to the information (including the authority to add/amend/delete records) is restricted to authorised staff on a "need to know" basis.
- Has detailed who has access to what information based on this "need to know" policy... see UPOL023 UniHaven Data Retention Policy Rev 1.
- All IT and computer systems will be password protected and centrally managed by the College IT provider.
- Information on computer screens and manual files will be kept out of view of callers to College offices.
- Automatic backup procedures are in operation for computer held data, including off-site back-ups... see UPOL024 UniHaven Data Security Policy Rev 1.
- All reasonable measures have been taken to ensure that staff know the security measures at induction and comply with them.
- All waste papers, printouts etc. are disposed of carefully, including the shredding of confidential information in College office shredders. Any bulk shredding of old files will only be done via a registered shredding company that can certify destruction...see UPOL023 UniHaven Data Retention Policy Rev 1.

- Steps have been taken to ensure that no unauthorised person can access data from computers no longer in use or subject to change of use as recorded on the College IT register.
- A contract IT company has been designated to be responsible for the security of all IT servers and systems. Third-party IT providers are contractually responsible for the security of their systems and GDPR compliance as either data controllers and/or processors.
- Reviews of the measures and practices in place take place annually via EMT.
- Premises will be secured by lock, key, and alarm when unoccupied.

Keep it accurate, complete, and up to date.

Personal data must be accurate and kept up to date. All information that is incorrect or misleading is not valid. The College will maintain procedures to ensure high data accuracy levels, including checking data at the time of recording, correct any errors when advised or discovered, and regular audits of records.

- Clerical and computer procedures are adequate to ensure high levels of data accuracy.
- Appropriate procedures in place, including periodic review and audit, to ensure that each data item is kept up to date.

Ensure that it is adequate, relevant, and not excessive for the purpose

Personal data will only be collected to the extent required for the specific purpose of the data subject. Any data which is not necessary for that purpose will not be collected in the first place. The College ensures that data is held as per UPOL023 UniHaven Data Retention Policy Rev 1 and that it

- Is held adequate concerning the purpose/s for which it is kept.
- It is held relevant concerning the purpose/s for which it is kept.
- Is held not excessive concerning the purpose/s for which it is kept.

### Retain it for no longer than is necessary for the purpose or purposes

Personal data should not be kept longer than is necessary for the purpose. This means that data should be destroyed or erased when it is no longer required. The College policy for retention periods for personal data and procedures for disposal are outlined in UPOL023 UniHaven Data Retention Policy Rev 1. Retention times cannot be rigidly prescribed to cover every possible situation. The College has exercised its judgement in this regard concerning each category of records held.

Where litigation may potentially arise in the future (e.g. about accidents/personal injuries involving staff, students or for accidents occurring on College property, the relevant records should be retained until the probability of litigation eases. The statute of limitations concerning personal injuries is currently two years. The limitation period for other causes of action varies, but in most cases is not greater than six years. A limitation period does not begin to run until the person concerned acquires knowledge of the facts giving rise to the claim. In the case of minors, the limitation period does not begin to run until they reach their 18<sup>th</sup> birthday or later if the date of knowledge postdates their 18<sup>th</sup> birthday.

### Give a copy of his/her personal data to an individual, on request and in line with the data subject's rights

The College will maintain procedures to ensure that data subjects can exercise their rights to:

- Request access to any data held about them by a data controller.
- Prevent the processing of their data for direct marketing purposes.
- Ask to have inaccurate data amended.
- Prevent processing that is likely to cause damage or distress to themselves or anyone else.

To make an access request, an individual must refer to UPRO025 UniHaven Data Subject Access Request Procedure Rev 1, apply in writing and give any details which might be needed to help identify him/her and locate all the information that the College may keep about him/her.



### Do not transfer personal data to people or organisations situated in countries without adequate protection

The College will not transfer personal data to people or organisations in countries without adequate protection. All College agreements will have data protection elements to them and, where possible, will be subject to Irish or European data protection laws. The minimum age at which consent can be legitimately obtained for processing and disclosure of personal data is not defined in the Data Protection Acts. However, guidance material published on the Data Protection Commissioner's website states the following:

*"As a general rule in the area of education, a student aged eighteen or older may give consent themselves. A student aged from twelve up to and including seventeen should give consent themselves and, in addition, consent should also be obtained from the student's parent or guardian. In the case of students under the age of twelve, consent of a parent or guardian will suffice."* Refer also to UPOL017 UniHaven QQI Student Support Policy Rev 1 for the College's guardian nominee services to students who are minors.

### Transfers to Third Countries (Outside the European Economic Area)

Flows of personal data to and from the European Union (the "E.U.") are necessary for international trade and international cooperation. However, the transfer of such personal data from the E.U. to controllers and processors located outside the E.U. in third countries should not undermine the level of protection of the individuals concerned, with a third country being any country outside the European Economic Area (the "EEA"). Therefore, transfers to third countries or international organisations should be done in full compliance with Chapter V of the General Data Protection Regulation, the "GDPR". Any staff member who proposes to transfer data outside of the EEA should first consult with the DPO to ensure suitable arrangements are made and necessary contracts and or agreements are put in place in line with this policy.

The first thing to consider when transferring personal data to a third country is if there is an "adequacy decision". An adequacy decision means that the European Commission has decided that a third country or an international organisation ensures an adequate data protection level. When assessing the adequacy of the level of protection, the European

Commission considers elements such as the laws, respect for human rights and freedoms, national security, data protection rules, the existence of a data protection authority and binding commitments entered into by the country in respect of data protection.

The adoption of an adequacy decision involves:

- A proposal from the European Commission;
- An opinion of the European Data Protection Board (“EDPB”);
- an approval from representatives of E.U. countries; and
- The adoption of the decision by the European Commissioners.

The effect of such a decision is that personal data can flow from the EEA to that third country without any further safeguard being necessary. In other words, the transfer is the same as if it was carried out within the E.U. A list of countries with an adequacy decision is Andorra, Argentina, Canada (commercial organisations), Faroe Islands, Guernsey, Israel, Isle of Man, Japan, Jersey, New Zealand, Switzerland, Uruguay, United States of America (limited to the Privacy Shield framework – this is no longer available since July 2020) as providing adequate protection.

In the absence of an adequacy decision, the GDPR does allow a transfer if the controller or processor has provided “appropriate safeguards”. These safeguards may include:

- Standard data protection clauses: For most organisations, the most relevant alternative legal basis to an adequacy decision would be these clauses. They are model data protection clauses that the European Commission has approved and enable the free flow of personal data when embedded in a contract. The clauses contain contractual obligations on the Data Exporter and the Data Importer and rights for the individuals whose personal data is transferred. Individuals can directly enforce those rights against the Data Importer and the Data Exporter. These are known as the ‘standard contractual clauses’. There are two sets of standard contractual clauses for restricted transfers between a controller and a controller and one set between a controller and a processor. The European Commission has advised the EDPB that it plans to update the existing standard contractual clauses for the GDPR. Until then, EU-based data controllers can still enter contracts that include the standard contractual clauses based on the E.U. Directive 95/46/E.C., which pre-dated the GDPR.

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- Binding corporate rules “BCRs”: BCRs form a legally binding internal code of conduct operating within a multinational group, which applies to transfers of personal data from the group's EEA entities to the group's non-EEA entities. This group may be a corporate group, or a group of undertakings engaged in a joint economic activity, such as franchises or joint ventures. BCRs are legally binding data protection rules with enforceable data subject rights contained in them, which the competent Data Protection Authority approves. Two types of BCRs can be approved - BCR for Controllers which are used by the group entity to transfer data that they have responsibility for, such as employee or supplier data, and BCR for Processors which are used by entities acting as processors for other controllers and are normally added as an addendum to the Service Level Agreement or Processor contract. Further provisions on the use of BCRs as an appropriate safeguard for personal data transfers are set out in GDPR Article 47.
  - Approved Codes of Conduct: The use of Codes of Conduct as a transfer tool, under specific circumstances, has been introduced by the GDPR in Article 40 (3). Codes are voluntary and set out specific data protection rules for categories of controllers and processors. They can be a useful and effective accountability tool, providing a detailed description of the most appropriate, legal, and ethical behaviour within a sector. From a data protection viewpoint, codes can therefore operate as a rulebook for controllers and processors who design and implement GDPR-compliant data processing activities that give operational meaning to the principles of data protection set out in European and national law. Codes of Conduct that relate to personal data processing activities by controllers and processors in more than one E.U. Member State, and for which the E.U. Commission has adopted an implementing act, together with binding and enforceable commitments of the controller or processor in the third country, could be used as a transfer tool in the future. The EDPB is planning to issue separate specific guidance related to the use of Codes of Conduct as a transfer tool later.
  - Approved certification mechanisms: The ISO defines certification as *“the provision by an independent body of written assurance (a certificate) that the product, service or system in question meets specific requirements”*. Therefore, as introduced in the GDPR in Article 42 (2), certification mechanisms may be developed to demonstrate the existence of appropriate safeguards provided by controllers and processors in third countries. These controllers and processors would also make binding and

enforceable commitments to apply the safeguards, including data subject rights provisions. The EDPB is also planning to issue separate specific guidance on using certification mechanisms as a transfer tool.

- A legally binding and enforceable instrument between public authorities or bodies: An organisation can make a restricted transfer if it is a public authority or body and is transferring to another public authority or body and with both public authorities have signed a contract or another instrument that is legally binding and enforceable (Article 46 (2)(a) GDPR). This contract or instrument must include enforceable rights and effective remedies for individuals whose personal data is transferred. This is not an appropriate safeguard if either the transferring organisation or the receiver is a private body or an individual. If a public authority or body does not have the power to enter legally binding and enforceable arrangements, it may consider an administrative arrangement that includes enforceable and effective individual rights instead (Article 46 (3)(b) GDPR). The EDPB is currently working on updated guidance about these transfer tools.

#### Article 49 – Derogations for specific situations

Derogations under Article 49 are exemptions from the general principle that personal data may only be transferred to a third country if an adequate level of protection is provided for in that third country. A Data Exporter should first endeavour to frame transfers with one of the mechanisms guaranteeing adequate safeguards listed above and only in their absence use the derogations provided in Article 49 (1). These derogations or exceptions allow transfers in specific situations, such as based on consent, for the performance or conclusion of a contract, for the exercise of legal claims, to protect the vital interests of the data subject where they cannot give consent or for important reasons of public interest. The EDPB guidance document on these derogations should always be consulted to ensure that they could be relied upon for the specific scenarios that organisations are dealing with issues.



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## 5. Procedures and Forms

The College Data Protection Impact Assessment Procedure outlines how to risk assess new proposals/projects in a data protection context while the below procedures outline procedures for data subject access requests and data security breach reporting with relevant forms included in each.

- UPRO025 UniHaven Data Subject Access Request Procedure Rev 1
- UPRO026 UniHaven Data Security Breach and Reporting Procedure Rev 1

## Appendix

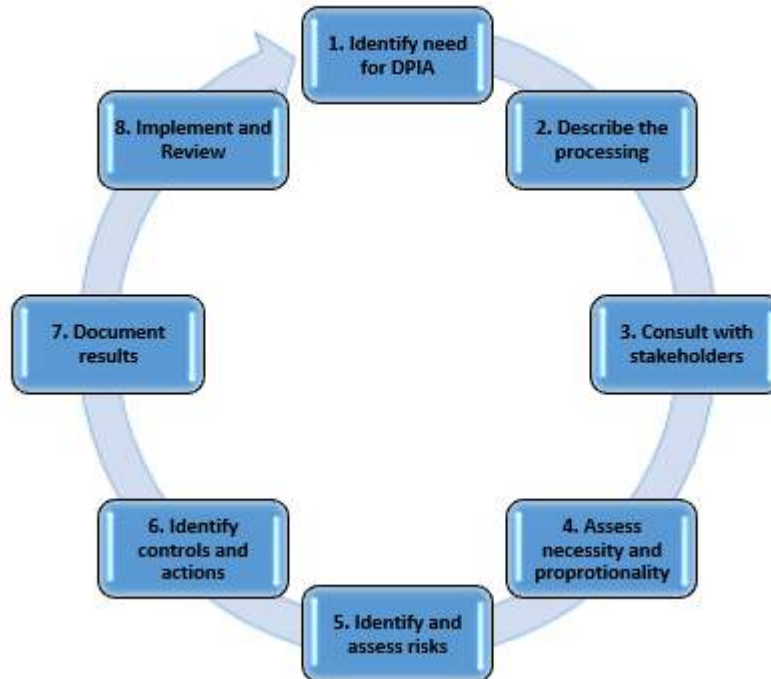
### Data Protection Impact Assessment Procedure

A Data Protection Impact Assessment (DPIA) is a process to help to identify and minimise the data protection risks of a project. It facilitates the systematic and comprehensive analysis of data processing to identify and minimise data protection risks. It is an important tool for building and demonstrating compliance with the GDPR (i.e., accountability). Under the General Data Protection Regulation (GDPR), the College must carry out a DPIA where a planned or existing processing operation is “likely to result in a high risk” to individuals. Although GDPR provides examples of data processing that would fall into this category, this is a non-exhaustive list. It is also good practice to do a DPIA for any other major project that requires personal data processing. The purpose of this procedure is to enable the College to identify when a DPIA is mandatory and how to carry out a DPIA.

All new projects and significant changes to existing systems/processes which require the processing of personal data must perform at least step 1 of this procedure to determine if a full DPIA is required. DPIAs should consider compliance risks but also broader risks to the rights and freedoms of data subjects, including the potential for any significant social or economic disadvantage. The focus is on the potential for harm – to individuals or society at large, whether it is physical, material or non-material. To assess the level of risk, a DPIA must consider both the likelihood and the severity of any impact on individuals. A DPIA does not have to eradicate the risks but should help to minimise risks and assess whether or not the remaining risks are justified.

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## The DPIA Procedure



### Step 1: Identify the Need for a DPIA/whether a DPIA is mandatory

The GDPR does not require a DPIA to be carried out for every processing operation, which may result in risks for the rights and freedoms of natural persons. The carrying out of a DPIA is only mandatory where personal data processing is "likely to result in a high risk to the rights and freedoms of natural persons" (Article 35 GDPR). The GDPR provides (a non-exhaustive list of) some examples of processing that would fall into this category. The following should be taken into account when determining if the processing is high risk and therefore requiring a DPIA or not.

You must do a DPIA if you plan to carry out one or more of the following:

1. Evaluation and scoring (including profiling and predicting), especially concerning a data subject's performance at work, economic situation, health, personal preferences, reliability or behaviour, location, or movements. An example would be gathering social media profile data to generate profiles for contact directories or marketing.
2. Automated decision-making with legal or similarly significant effects - Is a decision made by automated means without any human involvement? An example would be

deciding who is selected for an interview based on a recruitment aptitude test that uses pre-programmed algorithms and criteria.

3. Systematic monitoring - including through a publicly accessible place on a large scale. For example, using a camera to monitor driving behaviours on a road.
4. Sensitive data or data of highly personal nature – this includes special categories of data as defined in Article 9:
  - Racial or ethnic origin.
  - Political opinions.
  - Religious or philosophical beliefs.
  - Trade union membership.
  - Data concerning health.
  - Data concerning a person's sex life or sexual orientation.
  - Genetic data.
  - Biometric data.
  - As well as criminal data as defined in Article 10. An example would be a hospital keeping patient medical records or an organisation keeping an offender's details.
5. Data processed on a large scale – while the term 'large scale' is not defined, the regulators recommend the following is taken into account: (a) the number of data subjects concerned; (b) the volume and range of data been processed; (c) the duration and permanence of the processing; (d) the geographic extent of the processing activity.
6. Datasets have been matched or combined – for example, two or more data processing operations performed for different purposes and/or by different data controllers been combined in a way that would exceed the reasonable expectation of the data subject.
7. Data concerning vulnerable data subjects – For example, children are considered unable to oppose or consent to the processing of personal data knowingly. Asylum seekers would be considered vulnerable data subjects.
8. Innovative use or applying technological or organisational solutions – for example, combining the use of fingerprint and face recognition for improved physical access control.



9. When processing prevents the data subject from exercising a right or using a service or a contract – for example, processing a public area that people passing cannot avoid or processing that aims to refuse data subjects access to a service or contract (bank screens its customers against a credit reference database to decide whether to offer a loan).

In cases where it is not clear if a DPIA should be carried out, the regulators' guidance is that a DPIA should be carried out as it is a useful tool to comply with GDPR. Advice on whether a DPIA should be carried out can be sought from DPO.

### Step 2: Describe the Processing in a Systematic Way

Describe how and why you plan to use the personal data. Your description must include “the nature, scope, context and purposes of the processing”.

The nature of the processing is what is planned to be done with the personal data. This must include:

- How you collect the data is collected.
- How you store the data is stored.
- How you use the data is used.
- Who has access to the data?
- With whom is the data shared.
- Whether any processors are used.
- Retention periods.
- Security measures.
- Whether you are using any new technologies are being used.
- Whether you are using any novel types of processing are being used
- Which screening criteria have been identified as likely high risk.

The scope of the processing is what the processing covers. This must include:

- The nature of the personal data.
- The volume and variety of the personal data.
- The sensitivity of the personal data.

- The extent and frequency of the processing.
- The duration of the processing.
- The number of data subjects involved.
- The geographical area covered.

The context of the processing is the wider picture, including internal and external factors which might affect expectations or impact. This might include, for example:

- The source of the data.
- The nature of your relationship with the individuals.
- The extent to which individuals have control over their data.
- The extent to which individuals are likely to expect the processing.
- Whether they include children or other vulnerable people.
- Any previous experience of this type of processing.
- Any relevant advances in technology or security.
- Any current issues of public concern.
- Whether you have considered and complied with relevant codes of practice.

The purpose of the processing is the reason why you want to process the personal data. This must include:

- Your legitimate interests, where relevant.
- The intended outcome for individuals.
- The expected benefits for you or society.

### Step 3: Assess Necessity and Proportionality

You should consider:

- Do your plans help to achieve your purpose?
- Is there any other reasonable way to achieve the same result?
- The lawful basis for the processing.
- How you will prevent function creep, i.e., using the data for more than the original purpose.
- How you intend to ensure data quality.
- How you intend to ensure data minimisation.

- How you intend to provide privacy information to individuals.
- How you implement and support individual's rights.
- Measures to ensure your processors comply.
- Safeguards for international transfers.

#### Step 4: Consult with Stakeholders

The views of data subjects (or their representatives) should be sought unless there is a good reason not to. In most cases, it should be possible to consult individuals in some form. External stakeholders could include people who will be affected by the project and members of the public. However, it is decided that it is not appropriate to consult individuals, then this decision should be recorded as part of the DPIA with a clear explanation. Suppose the DPIA covers the processing of personal data of existing contacts (for example, existing students or staff). In that case, a consultation process to seek those individuals or their representatives' views should be designed.

If the DPIA covers a plan to collect the personal data of individuals that have not yet been identified, there may be a need to carry out a more public consultation process or targeted research. This could take the form of carrying out market research with a certain demographic or contacting relevant campaign or consumer groups for their views. If the DPIA decision is at odds with the views of individuals, there is a need to document the reasons for disregarding their views. If a data processor is used, there may be a need to ask them for information and assistance.

#### Step 5: Identify and Assess Risks

Identify the potential risks that may arise. Consider the potential impact on individuals and any harm or damage that might be caused by the processing – whether physical, emotional or material. Look at whether the processing could contribute to:

- Inability to exercise rights (including but not limited to privacy rights).
- Inability to access services or opportunities.
- Loss of control over the use of personal data.
- discrimination.

- Identity theft or fraud.
- Financial loss.
- Reputational damage.
- Physical harm.
- Loss of confidentiality.
- Re-identification of pseudonymised data.
- Any other significant economic or social disadvantage.

An assessment of the security risks should be included, including sources of risk and the potential impact of each type of breach (including illegitimate access to, modification of or loss of personal data). Having identified the risks, it is then necessary to assess which are going to pose the greatest threat by looking at both the likelihood of the risk occurring and the impact that might result. This provides the overall risk rating.

#### Step 6: Identify Controls and Actions

Against each risk identified, consider options for reducing that risk. Identify the current controls (how is risk currently managed) and what further actions will be taken to reduce the impact/likelihood and mitigate the risk. For example, some actions and controls that could be implemented are:

- Deciding not to collect certain types of data.
- Reducing the scope of the processing.
- Reducing retention periods.
- Taking additional technological security measures.
- Training staff to ensure risks are anticipated and managed.
- Anonymising or pseudonymising data where possible.
- Writing internal guidance or processes to avoid risks.
- Adding a human element to review automated decisions.
- Using a different technology.
- Putting clear data-sharing agreements into place.
- Making changes to privacy notices.
- Offering individuals the chance to opt-out where appropriate;
- Implementing new systems to help individuals to exercise their rights.

### Step 7: Document Results

Record:

- What additional measures you plan to take.
- Whether each risk has been eliminated, reduced, or accepted.
- The overall level of residual risk after taking additional measures.
- Whether the Data Protection Commission needs to be consulted.

Risk does not always need to be eliminated. Some risks, and even high risk, are acceptable given the benefits of the processing and the difficulties of mitigation. Record all reasons for choosing a particular approach and any reasons for going against the views of individuals or other consultees.

### Step 8: Implement and Review

Integrate the outcomes of the DPIA back into the project plans. Identify any action points and who is responsible for implementing them. Monitor the ongoing performance of the DPIA. There may be a need to cycle through the process again before plans are finalised. If a high risk has been accepted, either because it is not possible to mitigate or because the mitigation costs are too high, there is a need to consult the Data Commissioner before proceeding.

## External Examining Policy

<i>Quality Assurance Manual (QAM) Chapter 7</i>	
<i>Document Name</i>	External Examining Policy
<i>Procedure Document Number</i>	UPOL016
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	Programme Manager
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation plus changed programme title to QQI title
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	UDOC000 UniHaven Quality Assurance Manual Rev 2 Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016) Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016) QQI Quality Assuring Assessment - Guidelines for Providers, Revised 2013 National Framework of Qualifications <a href="https://www.qqi.ie/Articles/Pages/National-Framework-of-Qualifications-(NFQ).aspx">https://www.qqi.ie/Articles/Pages/National-Framework-of-Qualifications-(NFQ).aspx</a> QQI Awards Standards for Pre-Higher Education Foundation Awards for International Students (2015) QQI Effective Practice Guidelines for External Examining Revised February 2015 Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018) UPOL005 UniHaven Programme Review and Development Policy Rev 2 UPOL015 UniHaven Assessment and Awards Policy Rev 2

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## 1. Policy Overview

This policy outlines how the external examining processes are governed and operated in practice on the UniHaven Level 5 Specific Purpose Certificate in International Foundation Studies Programme (“the programme”).

## 2. Policy Statement

External examiners play a vital role in the wider context of quality assurance. Whether they are reviewing the standard of examination papers or monitoring the academic standards achieved within subjects or programmes, they ensure fairness and provide guarantees to students and stakeholders that the College meets the relevant awards standards. The external examiner should be satisfied that the minimum intended programme learning outcomes accord with the relevant awards standards.<sup>1</sup> S/he should also be satisfied that the summative assessment of students is valid and reliable to determine whether the standards have been achieved by students and for classifying the qualifications under QQI requirements.

External Examiners approve exam questions and the marking of them. They confirm that the standard of assessments is consistent with that of QQI requirements for the programme and in line with other providers who offer a similar programme.<sup>2</sup> They are also members of the Exam Board. The Exam Board refers to the board of internal assessors and external examiners at which recommendations concerning a student’s assessment results, examination stage or award are approved.

External Examiners for the programme are appointed by the College under the Qualifications and Quality Assurance (Education and Training) Act 2012. External examiners act as independent guarantors of the examination process and are appointed by Academic Council (AC) for a three-year term and will work with the College under the oversight of the Academic Director. This is to ensure that the appointment is sufficiently long to allow the external examiner to assess trends and sufficiently short to provide diversity and

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<sup>1</sup> QQI Effective Practice Guidelines for External Examining Revised February 2015, section 1.4

<sup>2</sup> QQI Effective Practice Guidelines for External Examining Revised February 2015, section 1.4

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maintain the required level of independence<sup>3</sup>. Upon approval by AC, the candidate is formally invited to become an External Examiner, is supplied with an External Examiners' Induction Pack, and is invited to an induction process where details of the programme are provided (e.g., module descriptors and assessment criteria). Examiners will be notified of the timing of External Examiner activities as well as the terms and conditions of appointment.

This policy complements UPOL015 UniHaven Assessment and Awards Policy Rev 2 where awards standard details are described. It also complements UPOL029 UniHaven Collaborations and External Appointments Policy Rev 1 where nomination and agreement forms can be found.

### 3. Roles and Responsibilities

The Academic Director is responsible for the appointment of External Examiners under the auspices of AC. The Programme Manager, Teachers, internal assessors, and external examiners together with members of the Exam Board and Appeals Board will implement this policy for the benefit of students who can be assured that their assessments are being marked and certification awarded in line with QQI requirements.

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed timetables, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

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<sup>3</sup> QQI Effective Practice Guidelines for External Examining Revised February 2015, section 1.6



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## 4. Policy

### Role of the External Examiner

The role of the external examiner is to provide independent confirmation of fair and consistent assessment of students and to ensure consistency of assessment results with national standards. Because the programme is designated as a Level 5 Specific Purpose Award<sup>4</sup>, the QQI external examining requirements for FET awards<sup>5</sup> will apply.

External examiners will:

- Confirm the fair and consistent assessment of students consistent with the College's procedures and with QQI policy on quality assuring assessment.
- Review internal verification report(s) and authenticate the findings/outcomes.
- Apply a sampling strategy to moderate assessment results consistent with QQI requirements<sup>6</sup>.
- Moderate assessment results under standards outlined in UPOL015 UniHaven Assessment and Awards Policy Rev 2.
- Visit the College and meet with the appropriate staff and students.
- Participate in the results approval process as per UPOL015 UniHaven Assessment and Awards Policy Rev 2.
- Identify any issues/irregularities concerning the assessment process.
- Recommend results for approval.
- Produce an external authentication report (see Appendix).

### Criteria for Appointing External Examiners

The following criteria are adopted by the Academic Council for consideration during the appointment of proposed External Examiners. External Examiners should<sup>7</sup>:

- Have experience in delivering programme assessments or work in the industry/field.
- Agree to undertake appropriate training and attend appropriate briefings.

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<sup>4</sup> QQI Awards Standards for Pre-Higher Education Foundation Awards for International Students (2015)

<sup>5</sup> Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018), section 4.3.1

<sup>6</sup> Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018), section 4.4

<sup>7</sup> Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018), section 4.3.2

- 
- Have the qualities necessary to interact with learners, assessors and senior staff members i.e., communication skills.
  - Have administrative and IT skills e.g., report writing, time-management skills.
  - Undertake to operate within the code of practice and guidelines issued by QQI<sup>8</sup>.
  - Be available to the College at appropriate times.
  - Be independent of the College.

Also, External Examiners should:

- Have academic qualifications and/or professional expertise appropriate to the programme being examined (minimum of an Honours Bachelor's degree – NFQ Level 8).
- Have at least 3 years of relevant academic experience.
- Have a willingness to devote time to their role.
- Have a willingness to arbitrate on or adjudicate on problem cases.
- Have a willingness to respond quickly to requests for comments on exam papers and production of final reports within time deadlines.
- Be external to the College and must not be already a member of any of its other boards or committees.

#### External Examiner Induction

Upon appointment by the Academic Council, External Examiners will be invited to an induction process. Following the induction process, External Examiners should<sup>9</sup>:

- Know the College's policy on external examination, including the reporting requirements.
- Understand the mission of the College and its context (e.g., the Irish further and higher education system).
- Be able to distinguish how the minimum intended programme learning outcomes and actual learning outcomes attained by graduates compare and contrast with similar programmes with which they are already familiar and with programmes in

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<sup>8</sup> Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018), Appendix 11

<sup>9</sup> QQI Effective Practice Guidelines for External Examining Revised February 2015, section 3.2

the same discipline for which suitable benchmarking data has been gathered by the College.

- Know the overall structure of the programme.
- Be able to evaluate and critique the programme assessment strategy.
- Understand how the minimum intended programme learning outcomes relate to the award standard, and how the award standard relates to the National Framework of Qualifications (and, if the examiner is from outside Ireland, how the NFQ relates to the other HE Qualifications Frameworks with which s/he may be familiar).
- Understand the programme assessment strategy and procedures, the grading system and how awards are classified.
- Understand the principles of learning-outcome-based criterion-referenced assessment.

#### Exam Board Meetings

At an agreed date after the examination period, the internal assessors and External Examiners will meet to discuss assessment grades at Exam Board under the chairmanship of the Academic Director. At least one External Examiner must be present. See UniHaven Quality Assurance Manual Rev 2, chapter 2, for Exam Board full terms of reference.

- The Exam Board will be responsible for endorsing each set of results and for deciding on recommendations concerning a module result or overall award.
- Examiners can expect a copy of each student's result to be made available for review on a table or broadsheet with other students' results for the same course. Examiners should see a student's aggregate result for each module (combined examination and continuous assessment score) and an overall result with information indicating whether the student has passed, at which grade, if any exemptions apply, has received a referred grade or has been recorded as absent/deferred. Each set of results will be arranged according to programme, module and subject.
- The Programme Manager or his/her nominee will lead the examiners in a review of each set of results in a timely and efficient manner. Examiners are free to raise queries during the meeting and get an opportunity to make any comments after the completion of each set of results.

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- At the end of each set of results throughout the meeting, an official broadsheet of results is circulated showing the results just approved. These should be signed by the chairperson and the secretary. These sheets are usually available on white paper.
  - The secretary will keep a record of any comments for later use.
  - The signed broadsheets are sent to QQI for approval.

### External Examiner Report

The external examiner issues a written report (UFORM027 UniHaven External Examiner Report Rev 1 in the Appendix) report that addresses the following<sup>10</sup> each time an individual or a cohort of students is assessed. External Examiner reports and related correspondence will be used extensively as part of the College's programme and module reviews...see UPOL005 UniHaven Programme Review and Development Policy Rev 2 where, if necessary, the College will make appropriate adjustments to the programme, a module or assessment method, or future examination paper as recommended in an External Examiner Report.

- The evidence considered — includes meetings and interviews with students and academic staff and others.
- The appropriateness of the College's minimum intended programme learning outcomes considering the external examiner's experience and having regard to the relevant awards standards and the NFQ.
- The External Examiner's perception of the actual attainment of students.
- The External Examiner's opinion of the quality of the programme (its teaching and learning environment and its processes) as distinct from the intended programme learning outcomes addressed previously, citing strengths and areas for improvement.
- The quality of the assessment instruments (strategy, examination papers, etc.) and grading rubrics/schemes etc.
- The fairness, consistency, and fitness for purpose (valid, reliable, authentic, robust) of assessment procedures.
- The reliability of the College's benchmarking of its assessment procedures.
- Appropriate national and international comparisons.

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<sup>10</sup> QQI Effective Practice Guidelines for External Examining Revised February 2015, section 4.2

- 
- Any substantial concerns (even if they have already been communicated verbally) so that these may be addressed and followed up by the College'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 External Examiner report is reviewed by the Programme Manager and Academic Director in conjunction with the relevant internal assessors. Any issues raised by the External Examiner are carefully considered and acted upon as appropriate. A summary of issues raised with good practice commended is presented to the Academic Council. This information also feeds into the programme development and review process via the Programme Board. A formal response to the External Examiner's report is prepared by the Programme Manager within four weeks of receipt of the final report and approved by the Academic Director.

#### External Examiners – Internal Assessor Conflict

It is not in the interests of the College, the External Examiner, or the internal assessor that conflicts arise and are not resolved<sup>11</sup>. With the best of intentions on the part of all parties, disagreements can occur, and conflicts identified by the Programme Manager that may exist between External Examiners and internal assessors will be resolved as per the below guidelines:

- The protection of the integrity of the College's assessment grading and awards standards in the interests of students is paramount and a resolution of the conflict will be dealt with in this context without compromising the rights of the people involved.
- Any conflict will be dealt with via Exam Board where the Academic Director, as Chair, will consider all views and decide that all parties are expected to comply with.

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<sup>11</sup> QQI Effective Practice Guidelines for External Examining Revised February 2015, section 2.2




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## 5. Procedures and Forms

The Appendix contains the following External Examiner Report. Procedures for nominating External examiners and the External Examiner Agreement signed by External Examiners as they agree to take up this role with the College are contained in UPRO009 UniHaven External Examiners and Members Selection Procedure Rev 1.

## Appendix

 UFORM027 External Examiner's Report Rev 1						
Date						
Programme Details	Programme Reference					
	Award Title:					
	Area Of Specialisation (ISCED CODE):	02.3.1				
	Main Modes of Delivery Offered:					
	Stage (1,2,3,4,..., or Award Stage):					
	Semester (if applicable indicate whether first or second):					
Classification Distribution and Trend		Current Year	Previous Year	Previous Year	Previous Year	Previous Year
	% H1/D					
	% H21/M1					
	% H22/M2					
	% P					
Completion Rate Data	Number who started the programme					
	Number who started the stage					
	Number who completed the stage (i.e. attempted final stage examinations)					
External Examiner Details	Name					
	Main Employment					
	Email address					
	Other contact details					
Please consult <i>Effective Practice Guideline for External Examining Revised 2015</i> and <i>Assessment and Standards Revised 2013</i> for more detailed information concerning expectations. If you require further guidance on completing the report please contact the Academic Director, via the following email address:						

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

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

## 1 The Evidence Considered

*The purpose of this section is to indicate how well informed the external examiner is about the provider, the programme and its context. Summarise the documentary evidence considered (see Effective Practice Guideline for External Examining Revised 2015) and any visits, meetings and interviews with learners and academic staff and others.*

## 2 Minimum Intended Programme Learning Outcomes

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

## 3 Actual Attainment of Learners

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

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

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

## 4 The Programme

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



## 5 Assessment Procedures

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

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

## 6 Trends

*Evidence concerning the extent to which teaching, learning and assessment arrangements have changed in response to the feedback provided by previous external examiner reports; and*

*Progress on recommendations in recent external examiner and other relevant reports on the programme.*

## 7 Conclusions and Recommendations

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External examiners' signature, date

## Staff Recruitment and Selection Policy

<i>Quality Assurance Manual (QAM) Chapter 5</i>	
<i>Document Name</i>	Staff Recruitment and Selection Policy
<i>Procedure Document Number</i>	UPOL009
<i>Version Reference</i>	Rev.2
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	Programme Manager, HR, DPO and People Officer
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	<p>UDOC000 UniHaven Quality Assurance Manual Rev 2</p> <p>Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)</p> <p>Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016)</p> <p>Employment (Miscellaneous Provisions) Act 2018:</p> <p>Minimum Notice and Terms of Employment Acts 1973–2005.</p> <p>Industrial Relations (Amendment) Act 2015.</p> <p>Organisation of Working Time Act 1997.</p> <p>Organisation of Working Time (Records) (Prescribed Form and Exemptions) Regulations 2001.</p> <p>Safety, Health and Welfare at Work Act 2005 (as amended): replaced the provisions of the Safety, Health and Welfare Act 1989.</p> <p>The Employment Equality Acts 1998–2015.</p> <p>Equal Status Acts, 2000 to 2004.</p> <p>Equality (Miscellaneous Provisions) Act 2015.</p> <p>The Criminal Justice (Spent Convictions and Certain Disclosures) Act 2015.</p> <p>UPOL012 UniHaven Garda Vetting Policy Rev 1</p> <p>UPRO001 UniHaven Garda Vetting Procedure Rev 1</p> <p>UPOL014 UniHaven QQI Blended Learning Policy Rev 1</p> <p>UPOL020 UniHaven Data Protection Policy Rev 1</p>

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## 1. Policy Overview

This policy outlines how the College recruits and selects staff. It exists to

- Demonstrate a commitment to a fair, consistent and transparent process that duly reflects the equality of opportunity in the College's recruitment and selection practices.
- Ensure all applicants are considered based on their merits and relevant abilities for any role in support of the College's diversity and inclusion aims as an international and multicultural education institution.
- Provide a robust framework for the recruitment and selection of staff ensuring that the most suitable candidate is appointed to each role.

## 2. Policy Statement

The College wishes to ensure that there is a systematic approach to the fair and transparent recruitment of staff as guided by QQI<sup>1</sup>, namely that procedures for recruitment address:

- Roles, responsibilities, and codes of conduct.
- Academic/professional/technical standards for all staff and how these are maintained and enhanced.
- Pedagogical standards for teaching staff and how these are maintained and enhanced.
- Benchmarking staff profiles (at a programme level) with those of similar providers.
- Recruitment, selection, probation, and tenure.
- Collection and use of regular and timely learner and other relevant feedback on the teaching staff.
- Pedagogical training and certification of teaching staff.
- Performance management.

Besides, all recruitment and selection practices are performed in compliance with the following Irish legislative requirements:

- Employment (Miscellaneous Provisions) Act 2018:

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<sup>1</sup> Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016), section 4.1

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- Minimum Notice and Terms of Employment Acts 1973–2005.
  - Industrial Relations (Amendment) Act 2015.
  - Organisation of Working Time Act 1997.
  - Organisation of Working Time (Records) (Prescribed Form and Exemptions) Regulations 2001.
  - Safety, Health and Welfare at Work Act 2005 (as amended): replaced the provisions of the Safety, Health and Welfare Act 1989.
  - The Employment Equality Acts 1998–2015.
  - Equal Status Acts, 2000 to 2004.
  - Equality (Miscellaneous Provisions) Act 2015.
  - The Criminal Justice (Spent Convictions and Certain Disclosures) Act 2015.
  - Protection of Employees (Part-Time Work) Act 2001.
  - Protection of Employees (Fixed-Term Work) Act 2003.
  - Cara Inclusion Charter - <https://caracentre.ie/sport-inclusion-disability-charter/>.

### 3. Roles and Responsibilities

This policy is relevant to the recruitment and selection of all staff, whether full-time or part-time, whether academic, managerial, or administrative. It is the responsibility of the HR, DPO and People Officer (“People Officer”) or their designee to ensure that this policy is implemented in full. The Programme Manager is responsible for ensuring that College staff selection results in the appointment of staff who are a true reflection of the type of people-centred educator it wants to be. All staff are expected to comply with UDCO005 UniHaven Code of Ethics Rev 1.

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed schedules, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a

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sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

#### 4. Policy

It is important to the high quality of education and student care that the College strives to provide that academic and administrative staff have sufficient experience and expertise to fulfil their designated roles. Recruiting the right staff helps to enhance the teaching and learning environment for students such that they will achieve their academic and career goals. Teaching and student support staff roles are critical to the levels of engagement students have while studying at the College and the degree to which they are satisfied with the overall study abroad experience while studying in Ireland. These roles are held by staff who, as student-facing staff, are tasked with being the main point of contact with students and are likely to be the ones most likely to detect and observe the learning or non-learning issues that cause most concern to them. For these reasons, the recruitment and selection of staff at the College are paramount to making sure that the College ethos, mission, values, strategic priorities, and programme objectives are all achieved.

##### Principles

The College commits to:

- Operating a competitive recruitment process founded upon a fair, open and transparent approach designed to enable the selection of the most suitable person from the widest possible range of suitable applicants. It is mandatory for staff involved in recruitment and selection to complete the following or equivalent training to ensure a fair and impartial approach is taken to staff recruitment:
  - Unconscious Bias (online) -  
<https://www.mslearning.microsoft.com/course/72169/launch>.
  - Recruit and Selection (online) -  
<https://www.open.edu/openlearn/money-business/human-resources/human-resources-recruitment-and-selection/content-section-0?active-tab=description-tab>.
- Ensuring that all candidates are treated fairly, with dignity, respect, and courtesy, and ensuring a positive candidate experience.

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- Attracting and engaging staff from a wide and diverse background and proactively seeks to avoid unfair bias in its processes. We encourage the recruitment of staff with disabilities and will make reasonable adjustments at all stages of the recruitment process as required.
  - Promoting best practices in recruitment and selection and will continuously develop innovative attraction and delivery strategies in our practices.
  - Treating all documentation relating to applicants confidentially under data protection legislation and our UPOL020 UniHaven Data Protection Policy Rev 1.
  - Encouraging applications from all suitably qualified candidates. If necessary, the successful candidate is required to provide appropriate documentary evidence of their right to work in Ireland before taking up their employment.
  - Ensuring academic staff are recruited with sufficient competence and expertise to teach their assigned programme and modules including its Blended Learning aspects<sup>2</sup>. An appraisal of the teaching (including assessment) ability of Teachers is a key part of the selection procedures.

There are three key stages in the College's recruitment and selection procedure, namely Planning, Selection, and Verification and Offer. These procedures are outlined fully in section 5.

### Selection Criteria

The selection criteria for the key College roles are described below.

#### Academic Director Selection Criteria

- Essential Requirements
  - Masters qualified with a recognised TEFL certification.
  - 5+ years of teaching experience in a QQI or equivalent accreditation environment, at least 2 of which are in a multicultural environment.
  - Curriculum design.
  - 2+ years' experience in managing programmes.
  - Experience in online teaching, assessment, and support.

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<sup>2</sup> Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes, section 3.1.3

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- Must be comfortable with change/flexibility, working on own initiative, working in and with a small team.
  - Garda Vetting.
  - Desirable Requirements
    - PhD with 2+ years of centre management experience.
    - Has taught overseas.

#### Programme Manager Selection Criteria

- Essential Requirements
  - Degree qualified at NFQ level 8 minimum.
  - 3+ years of secondary, further, or higher education teaching experience in a related discipline, at least 1 of which is in a multicultural environment.
  - Curriculum design with experience in teaching, assessment, and learning support.
  - 1+ years' experience in managing programmes.
  - Must be comfortable with change/flexibility, working on own initiative, working in and with a small team.
  - Garda Vetting.
- Desirable Requirements
  - Masters qualified.
  - A recognised TEFL certification (CELTA, Trinity TESOL or QQI Certificate in Teaching English as a Second or Other Language (TESOL) - NFQ level 7 (Special Purpose Award)).
  - 1+ years' experience in centre management.
  - Teaching qualification.

#### Teacher Selection Criteria

- English Teachers
  - Essential Requirements
    - Degree qualified at NFQ level 8 minimum.
    - Recognised TEFL certification (CELTA, Trinity TESOL or QQI Certificate in Teaching English as a Second or Other Language

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(TESOL) - NFQ level 7 (Special Purpose Award))

- English teaching experience – 3 years minimum.
- Experience in teaching, assessment and learning support.
- Garda Vetting.
- Desirable Requirements
  - MA TESOL, Applied Linguistics, or related discipline.
  - Teaching qualification.
- Academic Module Teachers
  - Essential Requirements
    - Degree qualified at NFQ level 8 minimum in a related discipline.
    - 3+ years of secondary, further, or higher education teaching experience in a related discipline, at least 1 of which is in a multicultural environment.
    - Experience in teaching, assessment and learning support.
    - Garda Vetting.
  - Desirable Requirements
    - Postgraduate degree in a related discipline.
    - Teaching qualification.

#### Student Support Officer Selection Criteria

- Essential Requirements
  - Degree-qualified at NFQ level 7 minimum or equivalent work experience.
  - Excellent administrative and organisational skills with the ability to prioritise their work to meet deadlines.
  - Good IT skills, experience working with MS Office.
  - Excellent interpersonal skills including both verbal and written communication.
  - Garda vetting.
- Desirable Requirements
  - Experience in a similar role with an international provider or higher education institution.



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- Experience in working with and providing both administrative and pastoral support to students.

## 5. Procedures and Forms

### Planning

The recruitment and selection process will not commence until the need for a role has been established consistent with the College strategic priorities and its budgetary constraints. The Executive Management Team (EMT) signs off on all new roles. Before signoff is secured, a Manager or Officer must present a business case to EMT to justify the rationale for proposing any new role. This rationale should include at a minimum:

- The role proposer is tasked with refining the role description for the role outlining the aim of the role, its key responsibilities, the skills, and competencies needed for the role, the level of experience required and the required qualifications, both essential and preferred.
- The workload rationale explaining why the workload relevant to the proposed role cannot be done by someone else, by a reorganisation of workload allocations among existing staff or by technology improvements that minimise existing staff workloads...see also UPOL011 Academic Workload Allocation Policy Rev 1 for recommended workload allocation approaches.
- If the proposed role is full time or part-time.
- The cost-benefit analysis relevant to the proposed role includes financial and non-financial factors.
- If the vacancy is for a role to be filled overseas (e.g., an overseas student recruitment role), the same processes will apply but the terms and conditions will be a mix of those relevant to Irish employment laws, terms and conditions and those required to satisfy the legislation of the country in which the role will be located.

If EMT is satisfied with the rationale presented, the role is signed off together with the salary band and benefits applying, as well as the advertising budget and location. All roles will be open to internal and external applicants. Preparation for the selection stage then starts.

## Selection

The role proposer consults with the People Officer who oversees the section process. The following aspects of selection are key to the successful appointment of a new role holder at the College:

- Advertising
  - The People Officer is responsible for placing recruitment advertisements for staff.
  - A budget will have been assigned by EMT.
  - An advertising location will have been guided by EMT, but all vacancies will be advertised on internal and external company websites.
  - Adverts will utilise proactive and positive language, reflecting a desire to attract diverse applicant pools and in line with staff training – see section 4.
  - Adverts will reflect the selection criteria for the role.
- Closing Date
  - Vacancies will be advertised for between 2 and 4 weeks with the more senior roles being advertised for a longer period.
- Membership of Selection Committee
  - The People Officer will decide on the composition of the interview Selection Committee. The People Officer will be one of a minimum of three committee members, with at least one other being the Line Manager of the role being filled, i.e. for Teachers, the Line Manager will be the Programme Manager who is also a qualified teacher.
- Shortlisting
  - The Selection Committee carries out the initial shortlisting of applications by comparing evidence in the application against the essential and desirable criteria for the post as set out in the job description. Such decisions and their rationale are recorded by the People Officer. It is important to remember that individuals may challenge any shortlisting decision and may seek feedback accordingly. Shortlisting decisions must be fair, objective, non-discriminatory, and properly recorded.
  - Where a candidate does not meet one or more of the essential criteria, the role must be re-advertised until suitable candidates have been identified.

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- Where many applicants appear to meet the essential criteria then the desirable criteria should be used to identify those who are most suitable to be invited for an interview.
  - The People Officer contacts interviewees, ideally at least three, and prepares the interview assessment sheets for the interviews.
  - The Interview
    - All shortlisted candidates will be seen and considered by the same Selection Committee and should typically be interviewed on the same day. Where this is not possible, the interviews should be held over as short a period as possible.
    - Video conferencing facilities are available and should be considered as needed. Candidates will be offered additional support and will make reasonable adjustments as required.
    - Before interviews being held, each member of the Selection Committee should:
      - Review the role description.
      - Assess the application form/CV of each applicant.
      - Review the essential & desirable criteria and identify areas for further exploration/ questions and the sequencing of these.
      - The People Officer will take responsibility for this discussion and coordinate the question set and the allocation/ordering of these via Committee members. All candidates should broadly be asked the same set of questions.
    - Presentations on areas such as strategy, college management etc. are included as part of the selection process for EMT and Academic Management roles.
    - Presentations to assess pedagogical standards, teaching and assessment ability, and teaching style are included as part of the selection process for Teachers where Teachers will be asked to 'teach' a sample of programme content on which they will be assessed by the interview panel.
    - Interview Assessment Forms mirroring the criteria from the role descriptions will be prepared by the People Officer and supplied to all Selection Committee members. After each interview, all members of the Selection Committee should record their comments and rate each

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candidate against the pre-determined essential and desirable criteria from the job description in the Interview Assessment Form.

- One Interview Assessment Form representing the collective view of the Selection Committee should be completed for each candidate after the interviews have concluded.
- Where consensus is reached by the Selection Committee, there is no need for further discussion. Further discussion is however necessary where there is not complete agreement on the interview assessment of each candidate.
- The interview outcome and justification for a recruitment decision should be recorded on each form to ensure the process is suitably robust and transparent. This will enable the College to demonstrate that the most suitably qualified candidate is appointed along with the requisite documentary record of the decision and will enable constructive feedback to be provided to candidates on their request.
- Recommendation
  - Once a preferred candidate has been identified by the Selection Committee, the People Officer will formally notify EMT of the decision and seek their approval to proceed. The EMT reserves the right to call for a second interview and/or to have the CEO or Academic Director (as relevant to the role) discuss the proposed role with the proposed candidate. Should a second interview be required, it will follow the above process.
- The People Officer will issue all post-interview correspondence, including regret communications. Once selected, all staff will be issued with a statement of employment, an employment contract, and a copy of UDOC007 UniHaven Employee Handbook Rev 1 that forms a part of the contract.

### Verification and Offer

The formal written offer of employment and written particulars of terms and conditions of employment will be issued by the People Officer, typically following verbal or email acceptance by the preferred candidate. The candidate is asked to accept the offer in writing by a specified date. All offers are conditional on the successful candidate meeting the following requirements:

- Verification of qualifications
  - Original qualifications will be checked and verified by the People Officer.
  - If the evidence of any candidate's qualifications shows that such candidates do not meet the minimum selection criteria in this aspect, whether through candidate oversight, error or through misinformation, such candidate will no longer be considered for the role in question and may be dismissed or removed from teaching duties if such fact is uncovered after being appointed to a role.
- References
  - The People Officer will seek at least two verbal employment references for external candidates once approval has been given by the candidate. References are not required for internal candidates.
  - The purpose of an employment reference is to obtain information about the employment history of a candidate. References require to be treated with caution due to the potential for bias whether favourable or unfavourable to a candidate.
  - In the event of the People Officer or Line Manager having any concern regarding a reference, they should discuss this immediately and resolve by either seeking additional information from or about the candidate or declining the candidate, in which case the second most suitable candidate will be offered the role.
- Occupational Health (if appropriate)
  - An Occupational Health referral may be required for certain roles or where any potential health issues have been identified during the recruitment process.
- Garda Vetting (mandatory)
  - All candidates who are successfully appointed to a new role at the College must have Garda Vetting because it teaches students under the age of 18. Garda Vetting is completed as per UPOL012 UniHaven Garda Vetting Policy Rev 1 and UPRO001 UniHaven Garda Vetting Procedure Rev 1 and is coordinated by the Child Protection Officer.

## Appendix

### Sample Job Advertisement - Academic Director

We are now hiring an experienced Academic Director to lead the academic function as it established its network of overseas and local international teaching colleges and begins its online programmes. The ideal candidates are flexible and experienced academic directors with an international education background or academic managers who feel they are ready to step up into a more senior role.

#### Essential Requirements

- Essential Requirements
  - Masters qualified.
  - Recognised TEFL certification.
  - 5+ years of teaching experience in a QQI or equivalent accreditation environment, at least 2 of which are in a multicultural environment.
  - Curriculum design.
  - 2+ years experience in managing programmes.
  - Experience in online teaching assessment and support.
  - Must be comfortable with change/flexibility, working on own initiative, working in and with a small team.
  - Garda Vetting.
- Desirable Requirements
  - PhD.
  - 2+ years of centre management experience.
  - Has taught overseas.

#### Job Benefits

- Salary range: €TBC
- 25 days annual leave



### Sample Role Description – Academic Director

<u>Academic</u>	<u>Business</u>	<u>Compliance</u>
<i>Meeting UniHaven Academic Objectives</i>	<i>Managing UniHaven Student Admission and Partner Requirements</i>	<i>Meeting UniHaven Quality Assurance and Regulatory Compliance Objectives</i>
<p>Working with the CEO</p> <ul style="list-style-type: none"> <li>• Promotion and Representation of the College Externally.</li> <li>• Leading all aspects of our Academic Department.</li> <li>• Overseeing Programme Review and Development.</li> <li>• Enhancing Teaching and Learning.</li> <li>• Enhancing the Student Experience.</li> </ul>	<p>Working with the CEO and CRO</p> <ul style="list-style-type: none"> <li>• Implementing UniHaven Strategic Objectives.</li> <li>• Supporting the Efforts to Bring in Additional Revenue.</li> <li>• Setting, Monitoring and Control of College Budgets.</li> <li>• Management of Academic Workload and Performance.</li> <li>• Management of Academic Administration and Structures.</li> <li>• Academic Facilities and IT Coordination/Management.</li> </ul>	<p>Working with the CEO</p> <ul style="list-style-type: none"> <li>• Enforcing Academic Standards, Quality Assurance and Student Policies.</li> <li>• Managing and Updating College Policies.</li> <li>• Upholding College Governance and Accountability.</li> <li>• Overseeing Accreditation Processes including Programme Validation and Revalidation in Ireland.</li> <li>• Compliance with all UniHaven and Local Legislative Requirements.</li> </ul>
<p><u>Staff</u></p> <p><i>Valuing and Managing Staff in the Achievement of UniHaven Goals and Objectives</i></p>		
<p>Working with the CEO</p> <p>Taking Ownership of Academic Staff Recruitment, Evaluation and Retention.</p> <p>Staff Development.</p>		



## Sample Interview Assessment Forms – For Academic Director Interviews 1 and 2 – To Be Modified for Other Roles

Key Questions	Expected Points to Mention	Very Poor	Poor	Good	Very Good	Excellent
Tell us your understanding of this role?	Thoughts generally					
What appeals to you about the role that led to you applying?	Desire for role					
Tell us why you believe you are suited to the role?	Self-awareness v understanding of the role					
Why do you want to work in this international education industry	Industry knowledge					
In the future, what do you believe are the greatest challenges this industry will face?	Industry knowledge					
What is your greatest failure and what did you learn from it?	Self-reflection and attitude to setbacks					
What is the most important aspect of taking a programme and creating deliverable content and timetable for it?	Know-how and student focus					
What understanding do you have of QQI accreditation and overseas equivalents?	Know-how					
What experience have you of small business, startups, and what do you think are the most important qualities for someone to succeed in such environments?	Understand needs of small business, flexibility, can-do, juggling....					
What challenges and opportunities does online learning present?	Student engagement, content design/presentation, delivery					
What are the key differences between teaching and managing others to teach/managing academic units?	Academic, management, operations, finances, facilitator					
When were you most satisfied with your job?	What excites them					
How would your colleagues describe you?	Self-awareness – modesty/self-criticism,					
	Overall Rating					



Key Questions	Expected Points to Mention	Very Poor	Poor	Good	Very Good	Excellent
Tell us what you expect to help UniHaven to achieve in the next 6 months (i.e. the pre-I/V request)	Key Priorities of Accreditations, Programme Design for Online, Staff Hiring, Overseas Oversight Their approach to planning and stakeholders – i.e. Gantt charts, process-driven etc. Use of KPIs to measure success – which KPIs					
What needs to happen for a programme to go from an outline to being delivered in class virtually or physically?	Understanding of learning outcomes Develop student-centred content Hiring the right teachers and support staff					
How do you approach the maintenance of very high QA standards for our programmes and our overseas colleges	Focus on processes as required by accrediting bodies KPIs to evidence the assurance needed Stakeholder surveys for feedback Staff engaged, motivated, and bought into QA					
How do you ensure that the academic division and staff uphold our brand and our values in their working lives?	Being brand ambassadors Walking the talk re our values Being present with and for staff to have your 'ear to the ground'					
How do you know if our colleges are meeting our academic expectations?	Use of salient KPIs Asking staff and students Asking university partners					
What do you do if you believe we are recruiting the wrong type of student?	Gather evidence Raise at senior level in a constructive manner					
	Overall Rating					



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Offer Letter of Employment  
*(May be customised further to suit the role)*

Date:

Employee Name:

Employee Address:

Dear \_\_\_\_\_,

I am pleased to offer you an appointment with our staff. This is a permanent position subject to the satisfactory completion of a probationary period of six months for the start of employment. The Company reserves the right to extend the probationary period, but in any case, it will not be extended beyond 12 months.

During the probationary period, employment may be terminated at the Company's absolute discretion. In such a case you will be entitled to 1 weeks' notice, after the completion of 13 weeks of service.

You are being offered a position in our \_\_\_\_\_ team/department.

Position:

Your Position will be:

Your Manager will be:

Location:                   The company premises are at \_\_\_\_\_, where you shall be presently employed, however, you may be relocated in the future and you will be given notice before this occurring.

On your first day of employment with the company, you should report to \_\_\_\_\_ at \_\_\_\_\_ am at the above address.

Commencement Date:       Your appointment will commence on the \_\_\_\_\_ and will not continue beyond your 66<sup>th</sup> Birthday. (or some other agreed year)



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Duties: Please refer to your Job Description attached.

Salary: Your salary will be €\_\_\_\_\_ per annum, and will be paid monthly/weekly/ by cheque/direct debit etc.

Hours of Work: The Company operates from \_\_\_\_\_ to \_\_\_\_\_.

Work hours are from \_\_\_\_\_ to \_\_\_\_\_.

You will be required to work \_\_\_\_\_ hours per week.

Sick Pay: The Company does/does not (*adjust before issuing*) operate a sick pay scheme. The company, therefore, is not obliged to pay you during any absence on grounds of illness, and in such event, you should avail of the appropriate Department of Social Protection benefits.

Law: Irish Law shall govern this agreement and disputes arising under or about it should be subject to the exclusive jurisdiction of the Irish Courts.

I will be happy to go into more detail with you on the enclosed terms and conditions of employment if you wish and if you have any queries, please do not hesitate to contact me on \_\_\_\_\_.

Please acknowledge acceptance of this offer on the terms stated by signing and returning the enclosed copy of this letter. This offer of employment will remain open until \_\_\_\_\_pm on \_\_\_\_\_.

Yours sincerely,

\_\_\_\_\_

Manager (on behalf of the Company)

## Data Retention Policy

<i>Quality Assurance Manual (QAM) Chapter 9</i>	
<i>Document Name</i>	Data Retention Policy
<i>Procedure Document Number</i>	UPOL023
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	All staff, DPO
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	<p>UDOC000 UniHaven Quality Assurance Manual Rev 2</p> <p>Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)</p> <p>Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016)</p> <p>The Data Protection Acts 1988 and 2003 (as amended)</p> <p>Data Protection Legislation including Article 5 guidelines on (GDPR)</p> <p>General Privacy Data Regulations</p> <p>UPOL020 UniHaven Data Retention Policy</p> <p>UPOL024 UniHaven Data Security Policy</p> <p>A Guide for Data Controllers – Data Protection Commissioner</p> <p>Data Protection Regulation 2018</p> <p><a href="https://www.dataprotection.ie/docs/GDPR/1623.htm">https://www.dataprotection.ie/docs/GDPR/1623.htm</a></p> <p>European Communities (Electronic Communications Networks and Services) (Privacy and Electronic Communications) Regulations 2011 (S.I. No. 336 of 2011)</p> <p>Data Protection Commissioner (www.dataprotection.ie)</p> <p>A Guide for Data Controllers (Office of the Data Protection Commissioner)</p> <p><a href="http://www.dataprotection.ie/docs/a_guide_for_data_controllers/696.htm">http://www.dataprotection.ie/docs/a_guide_for_data_controllers/696.htm</a></p> <p>Personal Data Security Breach Code of Practice (29 July 2011)</p> <p><a href="http://www.dataprotection.ie/docs/Data_Security_Breach_Code_of_Practice/1082.htm">http://www.dataprotection.ie/docs/Data_Security_Breach_Code_of_Practice/1082.htm</a></p>

## 1. Policy Overview

From the 25th of May 2018, the General Data Protection Regulation (the GDPR) impose obligations on the College, as a Data Controller, to retain the data for no longer than is necessary to achieve those purposes. This policy outlines the College's policy to comply with the GDPR requirements for data retention and data destruction.

## 2. Policy Statement

This policy is written in line with data protection requirements as outlined below and in line with QQI requirements that call for the use of nominated data retention periods<sup>1</sup>.

Under GDPR, individuals have a right to be informed about how their personal data is processed, used, stored, and destroyed. The GDPR sets out the information that the College should supply to individuals and when individuals should be informed of this information. The College is obliged to provide individuals with information on data retention periods or criteria used to determine the retention periods and this policy has been written to set out the College's approach in these contexts. Under principle 7 of Data Protection Law, the College will only retain personal data for as long as needed and under any other legislative requirements on retention of such records. Should data need to be retained for research or similar purposes, it will be fully anonymised before being retained.

The College will take steps to destroy personal data records securely as they become redundant. At a minimum, there will be an annual review by business units of data that may now be destroyed (as per the Retention Schedule in the Appendix), and action will be taken accordingly. UPOL020 UniHaven Data Protection Policy Rev 1 outlines the different types of data and provides the College's overarching approach to data protection. This policy should be read in tandem with it.

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<sup>1</sup> Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016), section 8.6

### 3. Roles and Responsibilities

Our Data Protection Officer, in conjunction with our Executive Management Team (EMT), is responsible for implementing this policy but all staff must comply with data protection requirements generally for the benefit of students, staff and stakeholders from whom we collect, process, and retain personal data. The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed timetables, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

### 4. Policy

Grounds for processing

Under the GDPR, the College is required to provide data subjects with the legal grounds or lawful basis that they are relying on for processing personal data. The legal grounds for processing personal data are as follows:

- Consent.
- Performance of a contract.
- Legal obligation.
- Vital interest.
- Public interest.
- Legitimate interests.

The above grounds are explained in more detail in UPOL020 UniHaven Data Protection Policy. If there is no justification for retaining personal information, then that information should be routinely deleted.

Further Retention and Processing Consent

Information should never be kept just in case a use can be found for it in the future. If the College wants to retain any personal data to help it to improve in any aspect, it must obtain consent from the relevant data subject for further processing and retention. Further

retention of the personal data should be lawful only when it is compatible with the purposes for which it was originally collected. In this case, no separate legal basis is required - it should be relied on where it is necessary, for exercising the right of freedom of expression and information, for compliance with a legal obligation, for the performance of a task carried out in the public interest or in the exercise of official authority vested in the data controller, on the grounds of public interest in the area of public health, for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes, or for the establishment, exercise or defence of legal claims.

### Right of erasure

Individuals have the right to have their personal data erased and no longer processed in the following circumstances:

- Where the personal data is no longer necessary concerning the purposes for which they are collected or otherwise processed.
- Where a data subject has withdrawn his or her consent or objects to the processing of personal data concerning him or her.
- Where the processing of his or her personal data does not otherwise comply with the GDPR.
- Where the data subject has given his or her consent as a child and is not fully aware of the risks involved by the processing, and later wants to remove such personal data, especially on the internet. The data subject should be able to exercise that right even though he or she is no longer a child.

### Retention Requirements

The College is required to retain certain records, usually for a specific amount of time. The accidental or intentional destruction of these records during their specified retention periods could result in the following consequences:

- Fines and penalties.
- Loss of rights.
- Obstruction of justice charges.
- Contempt of court charges.

- Serious disadvantages in litigation.
- Certain records must be retained because they contain information that:
  - Have enduring College value (for example, they provide a record of a commercial transaction, evidence the College's rights or obligations, protect its legal interests or ensures operational continuity.
  - Satisfies legal, accounting, or other regulatory requirements.

The College must balance these requirements with its statutory obligation to only keep records for the period required and to comply with data protection principles. The retention schedule in the Appendix sets out the relevant periods for the retention of College data and documents.

### *Types of Data*

The different types of data to include records, disposable information, personal data, and confidential information belonging to others is outlined.

### Records

A record is any type of information created, received or transmitted in the transaction of the College day-to-day running, regardless of physical format. Examples of where the various types of information are located are:

- Timetables and calendars.
- Tutorial or other learning support recordings.
- Computer programs.
- Contracts.
- Electronic files.
- E-mails.
- Handwritten notes.
- Invoices.
- Letters and other correspondence.
- Memory in mobile phones and PDAs.
- Online postings, such as on Facebook, Twitter, Instagram, LinkedIn, and other sites.
- Performance reviews.
- Voicemails.



Any paper records and electronic files that are part of any of the categories listed in the Records Retention Schedule contained in the Appendix must be retained for the respective periods indicated. A record must not be retained beyond the period indicated in the Record Retention Schedule unless a valid College reason (or a litigation hold or other special situation) calls for its continued retention or in cases where further consent for processing and retention has been secured from the relevant data subjects. Contact the Data Protection Officer should further clarification be needed on a case-by-case basis by emailing [dpo@unihaven.ie](mailto:dpo@unihaven.ie).

### Disposable Information

Disposable information consists of data that may be discarded or deleted at the discretion of the user once it has served its temporary useful purpose and/or data that may be safely destroyed because it is not a record as defined by this policy. Examples may include:

- Duplicates of originals that have not been annotated.
- Preliminary drafts of items such as but not limited to letters, memoranda, reports, timetables, correspondence, programme content, assessment strategies and informal notes that do not represent significant steps or decisions in the preparation of an official record.
- Books, periodicals, manuals, learning and development material, and other printed materials obtained from sources outside of the College and retained primarily for reference purposes.
- Spam and junk mail.

### Personal Data

Personal Data is defined as any data which can identify an individual either on its own or when combined with other data which we possess. Some examples of personal data include names and addresses, email addresses. See further information on personal data in UPOL020 UniHaven Data Protection Policy Rev 1 .

### Confidential Information Belonging to Others

Any confidential information that a staff member may have obtained from a source outside of the College must not, so long as such information remains confidential, be disclosed to, or used by the College. Unsolicited confidential information submitted to the College should be refused, returned to the sender where possible and deleted.

### *The role of the Data Protection Officer in Data Retention*

The responsibilities of the Data Protection Officer include advising the Academic Director about:

- Arranging for the proper storage and retrieval of records, coordinating with outside vendors where appropriate.
- Handling the destruction of records whose retention period has expired.
- Planning, developing and prescribing document disposal policies, systems, standards, and procedures.
- Monitoring departmental compliance so that management and staff know how to follow the document management procedures.
- Developing and implementing measures to ensure that it is clear what the College is retaining and where it is stored, that only authorised users have access to the information, and that the College only retains the information it needs.
- Identifying essential records and establishing a disaster plan for each office and department to ensure maximum availability of UniHaven' records to re-establish operations quickly and with minimal interruption and expense.
- Determining if the College's document management program and its Records Retention Schedule follows the relevant legislation.
- Ensuring that the maintenance, preservation, storage, and destruction of College records is carried out under this policy and in line with QQI requirements for information management.

## 5. Procedures and Forms

UPRO012 UniHaven Data Subject Access Request Procedure Rev 1 and UPRO013 UniHaven Data Security Breach and Reporting Procedure Rev 1 complement this policy. The procedure for records disposal as outlined below.

### Record Disposal Procedure

The College acknowledges its duty to dispose of records securely and this will be done as follows:

- When hard copy records are to be destroyed as per the Retention Schedule in the Appendix, this should be done by a GDPR-compliant shredding provider and records of such destruction kept for larger volumes or by College staff using the College own office shredders for smaller volumes.
- When I.T. equipment becomes redundant, all storage devices associated with that equipment must be securely destroyed by a GDPR-compliant computer equipment destruction provider so that any data on the storage device may no longer be retrieved. The contracting organisation should also sign off to certify that the records were destroyed.
- Data that is stored in electronic form and then destroyed should have any backup copies of it destroyed simultaneously. When the original data is destroyed, any backups that are not destroyed with it become the only copy and become subject to the Data Regulations Acts' full requirements. The contracting organisation should also sign off to certify that the records were destroyed.
- When records are destroyed, a register of destruction should be kept in perpetuity so that there is always a back reference to what records were disposed of and when. Where personal data is destroyed, the date of the destruction event should be captured for each record, along with the procedure that was used, the person who oversaw the destruction, their department, by whom the authority was given to destroy the records, and the data subject's name, contact details, and any other relevant information that identifies them.



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## Appendix

### Record Retention Schedule

The College has outlined its retention periods for specific categories of records. Staff should give special consideration to the categories of documents listed in the record retention schedule below. Avoid retaining a record if there is no College reason for doing so and consult with the Data Protection Officer if unsure.

## 1. College-wide Records

Owner	General class of Records held	Default retention period	Final Disposition
1.1. General Administrative Records			
CEO	Strategic Plans	Retained no longer than is necessary for the purposes for which it was processed	Appropriate filing/archiving
CEO	Records of Board of Directors, EMT, Academic Council and related committees, e.g., agenda, minutes, documents relating to agenda items i.e., reports etc.	Retained no longer than is necessary for the purposes for which it was processed	Appropriate filing/archiving
CEO	Institute organisational structure	Retain current until superseded	Appropriate filing/archiving
Academic Director	Quality Assurance Manual, and associated policies, procedures, forms, manuals, and handbooks	Retain current for 3 years or less if superseded	Confidential shredding/secure deletion of electronic records
Academic Director/ Programme Manager	Records of committees, e.g., agenda, minutes, documents relating to agenda items i.e., reports etc.	Retain for 5 years, or until actions are completed	Confidential shredding/secure deletion of electronic records
CEO, Academic Director	Institute risk register, local risk registers	Retain for 5 years after superseded	Confidential shredding/secure deletion of electronic records



Owner	General class of Records held	Default retention period	Final Disposition
CEO	Projections and statistical analysis	Retain for current plus 6 years	Confidential shredding/secure deletion of electronic records
Chair of Meeting	Handwritten notes taken by recording secretary present at meetings	Retain until minutes have been agreed and signed by Chair at following meeting of the committee	Destroy confidentially as appropriate.
All	General (non-HR) written allegations/complaints; records received/created because of investigating allegations/complaints	Retain for 5 years after resolution of complaint from date of last correspondence	Confidential shredding/secure deletion of electronic records
All	Routine administration records	Retain for current year, or until they cease to be of administrative use.	Appraise and evaluate for secure archiving where relevant otherwise, confidential shredding/secure deletion of electronic records
All	General correspondence, including emails	Retain for current year, or until they cease to be of administrative use	Appraise and evaluate for secure archiving where relevant otherwise, confidential shredding/secure deletion of electronic records



Owner	General class of Records held	Default retention period	Final Disposition
1.2. Other Administration Records			
Programme Manager	Teaching allocations/timetables	Retained no longer than is necessary for the purposes for which it was processed	Appraise and evaluate for secure archiving where relevant otherwise, confidential shredding/secure deletion of electronic records
All	General correspondence including emails	Retain for current year, or until they have ceased to be of administrative use	Appraise and evaluate for secure archiving where relevant otherwise, confidential shredding/secure deletion of electronic records
Academic Director	Annual Quality Reports, QQI reviews, QQI Revalidation, Programme Annual Reports, Programme Development, Programme Accreditation	Retain for 5 years	Confidential shredding/secure deletion of electronic records



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Owner	General class of Records held	Default retention period	Final Disposition
1.3. Legal Records			
CEO	Legal cases, advice, and correspondence	Retain for 5 years after resolution of complaint from date of last correspondence	Appropriate filing/archiving
CEO	Copyright, business registration documents	Retain indefinitely	Appropriate filing/archiving
Academic Director	Contracts for services, maintenance contracts	Retained no longer than is necessary for the purposes for which it was processed	Appropriate filing/archiving
Chief Revenue Officer	Commercial contracts	Retained no longer than is necessary for the purposes for which it was processed	Appropriate filing/archiving
Academic Director	Leases and rental agreements	Retained no longer than is necessary for the purposes for which it was processed	Appropriate filing/archiving





## 2. Student Records

Owner	General classes of records held	Default retention period	Final Disposition
2.1. Applications and Applicants			
Academic Director	Records of successful applicants	Retain for duration of studies plus 5 years	Confidential shredding/secure deletion of electronic records
Academic Director	Records of unsuccessful applicants where no appeal was initiated	Retain for no longer than two years. Anonymised applicant data may be retained for as long as required for administrative or statistical use.	Confidential shredding/secure deletion of electronic records.
Academic Director	Unsuccessful applicant appeals submissions, appeal committee reports/outcomes	Retain for 5 years following completion of action	Confidential shredding/secure deletion of electronic records.
Academic Director	Collaboration agreements including agents	Retain for duration of agreement plus 2 years	Confidential shredding/secure deletion of electronic records.



Owner	General classes of records held	Default retention period	Final Disposition
2.2. Enrolled Students			
Programme Manager	Student registration record (incl. student name, ID number, contact details on LMS etc.)	Retain for duration of studies plus 3 years	Appropriate filing/archiving
Programme Manager	Records including leave of absences, deferral, transfer, readmission, exemptions, student status etc.	Retain for duration of studies plus 3 years	Confidential shredding/secure deletion of electronic records
Programme Manager	Attendance forms and extenuating circumstances forms	Retain for 12 months after the end of the programme in the academic year to which they apply.	Confidential shredding/secure deletion of electronic records
Programme Manager	College correspondence with students	Retain for duration of studies plus 3 years	Confidential shredding/secure deletion of electronic records
Programme Manager	Records of student awards/scholarships, prizes	Retained no longer than is necessary for the purposes for which it was processed	Appropriate filing/securing, archiving.
Academic Director	Student discipline records	Retain for 5 years following completion of action	Confidential shredding/secure deletion of electronic records
CEO	Student fees/financial: Records re student fees, payment records, bank transfers	Retain for duration of studies plus 3 years	Confidential shredding/secure deletion of electronic records



Owner	General classes of records held	Default retention period	Final Disposition
2.3. Examinations, results, graduation records			
Programme Manager	Examination papers (and related records i.e., recommended marking scheme, suggested solutions etc. where relevant, grade appeals/rechecks/reviews., scripts, coursework)	Retain for duration of studies plus 3 years	Appropriate filing/securing archiving
Programme Manager	Final year projects and associate records, raw data etc. Other records including raw data to be retained within relevant department.	Retain for 3 years following deadline for appeal	Confidential shredding/secure deletion of electronic records
Academic Director	External Examiner Reports	Retain for a minimum of current year plus 3 years (until no longer required)	Appraise and evaluate for archiving where relevant otherwise, confidential shredding/secure deletion of electronic records
Academic Director	External examiner correspondence, meetings, records etc.	Retain for current year plus 3 years	Confidential shredding/secure deletion of electronic records
Academic Director	Records of module grades	Retain for duration of studies plus 3 years	Appropriate filing/secure archiving
Academic Director	Amendment to marks, published results/grade alteration correspondence	Retain for duration of studies plus 3 years	Appropriate filing/secure archiving
Academic Director	Formal broadsheets	Retain for duration of studies plus 3 years	Appropriate filing/secure archiving
Academic Director	Examination board meeting records	Retain for duration of studies plus 3 years	Appropriate filing/secure archiving
Programme Manager	Student academic transcript	Retain for duration of studies plus 3 years	Appropriate filing/secure archiving
Academic Director	Student data post-graduation	Retain for duration of studies plus 3 years	Appropriate filing/secure archiving



### 3. Financial Records

Owner	General classes of records held	Default retention period	Final disposition
CEO	Accounts Payable, e.g., invoices, VAT	Retain for current year plus 7 years plus additional time if required by contract or policy or agreement	Confidential shredding/secure deletion of electronic records
CEO	Accounts Receivable, e.g., reconciliations, aged debtors, creditors, bank details		
CEO	Annual financial statements		
CEO	Final budget reports		
CEO	Registers – i.e., Risk register, IT Register, Fixed Asset register		
CEO	Insurance records to include claims		
CEO	Rental, lease, use, occupancy		
CEO	Pay-sheets, authorisation to deduct tax details of staff, appointment details, pay scales		
CEO	Listings/payslips		



#### 4. People Records

Owner	General class of records held	Default retention period	Final disposition
4.1. Recruitment/competition files/selection committees			
People Officer	Unsolicited applications for positions	None	Confidential shredding
People Officer	Vacancy notification Advert copies, job descriptions, selection criteria	Retain for current year plus 5 years plus additional time if required by consent	
People Officer	Candidates not qualified or shortlisted for interview: Cover letters, application forms/CV's etc.		
People Officer	Applications and CV's of candidates shortlisted for interview but who did not attend: Cover letters		
People Officer	Candidates shortlisted and who attend interview but who are not successful or who were successful but do not accept offer.		
People Officer	Interview board marking sheet Interview board notes  Panel Recommendations by Selection Committees		



Owner	General class of records held	Default retention period	Final disposition
4.2. Staff Files			
People Officer	<p>May include such records such as:</p> <ul style="list-style-type: none"><li>• Staff contact and ID details</li><li>• Application form/CV/cover letter</li><li>• Contract of employment (offer of appointment, date appointed)</li><li>• Evidence of education qualifications</li><li>• References</li><li>• Occupational health assessment</li><li>• Probation forms</li><li>• Salary</li><li>• Termination notices</li><li>• Learning and development records</li><li>• Training records</li><li>• Leave</li></ul>	Retain on personnel file for duration of employment and for 5 years after last salary payment or as per policy or contract or settlement if higher	Confidential shredding/secure deletion of electronic files.
People Officer	<p>Records relating to disciplinary actions taken against employees HR allegations and complaints</p> <p>Written allegations/complaints</p> <p>Records received/created because of investigating allegations/complaints</p> <p>External employee relations claims, awards, settlements</p>		



Owner	General class of records held	Default retention period	Final disposition
4.4. Occupational Health Records, Health and Safety			
CEO	Incident reports e.g., Accident reports and dangerous occurrence reports	Retain for 7 years after date of incident.	Confidential shredding/secure deletion of electronic files.
CEO	Occupational health reports not relating to specific members of staff	Retain for 7 years after date of incident.	Appropriate filing/secure archiving and confidential shredding/secure deletion of electronic files
CEO	Safety audits, investigations, and safety evaluation records where cases result in significant changes to policy	No longer than is necessary for the purposes for which it was processed	Appropriate filing/secure archiving.
CEO	Notifications of personal accidents or hazardous situations on campus (which result in injuries/compensation claims)	Please refer to "insurance" section	



## 5. Marketing Records

Owner	General class of records held	Default retention period	Final Disposition
5.0. Public Affairs and Communications			
CRO	College press releases	No longer than is necessary for the purposes for which it was processed	Appropriate filing/secure archiving.
CRO	PR Campaigns	No longer than is necessary for the purposes for which it was processed	Appropriate filing/secure archiving.
CRO	Formal records of ceremonies/functions, e.g., honorary conferring's VIP visits, photographs, audio-visual recordings, programmes of events as relevant	No longer than is necessary for the purposes for which it was processed	Appropriate filing/secure archiving.
CRO	Social media campaigns	No longer than is necessary for the purposes for which it was processed	Appropriate filing/secure archiving.





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## UFORM011 Garda Vetting Form Rev 1

# IRISH VETTING SERVICES

### **Guidelines for completing Vetting Invitation Form (NVB 1)**

Please read the following guidelines before completing this form.

#### **Miscellaneous**

The Form must be completed in full using **BLOCK CAPITALS** and writing must be clear and legible. Ensure Email addresses are Clear, especially when using hyphen (-) and underscore (\_) the digit zero and the capital letter O (i.e. 0 & O); and the digit one, the lowercase letter L and the uppercase i (i.e. 1, l & I

The Form **MUST** be completed in ball point pen.

Photocopies or Scanned vetting invitation forms **will not** be accepted.

All applicants are be required to provide documents to validate identity and current address – see below

A completed form NVB3 – Parent / Guardian Consent Form - must accompany applications from those under 18 years of age. The applicant **must provide their Parent\Guardian Email address and contact no** on the application form (NVB 1) as the electronic correspondence **will issue to the Parent\Guardian** of applicants under 18 years.

#### **Personal Details**

Please enter email address as the invitation to the e-vetting website will be sent to this. Current address means the address you are currently residing at, to include eircode / postcode

#### **Proof of Identification documentation required**

Accepted forms of identity are as follows and you must submit both:

- 1. A *certified copy*<sup>1</sup>** of your current passport or Driving Licence / New Learner Permit (new credit card format only) and **2. Original letter/document** confirming proof of address. The proof of address can be a Utility Bill (e.g. gas, electricity, television, broadband) and must be less than 6 months old. Printed online bills are acceptable. **Mobile phone bills are not acceptable.**

<sup>1</sup> A **`certified copy`** is a photocopy of the original document certified as being a true copy by a competent authority (that is, signed by a lawyer, Commissioner for Oaths, medical doctor, justice of the peace, university administrator, local law enforcement officer e.g. Garda Síochána, etc.). Photocopies of **`certified copies`** will not be accepted.



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### **Role Being Vetted For**

The role being applied for must be clearly stated and MUST relate to Children and/or Vulnerable Persons. Generic terms such as “Volunteer” will not suffice.

### **Declaration of Application**

The applicant must confirm their understanding and acceptance of the two statements by signing the application form at Section 2 and ticking the box provided.

**NOTE: The completed form MUST BE RETURNED to the person / organisation you received it from. It MUST NOT be sent to Irish Vetting Services. The email link sent to applicants via email by the National Vetting Bureau expires **after 30 days** if not accessed and the process must commence afresh, with additional costs involved.**

**Your Ref:**

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## Vetting Invitation

**Under Sec 26(b) of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016, it is an offence to make a false statement for the purpose of obtaining a vetting disclosure.**

**Current Address:**

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## Section 2 – Additional Information

Name of Organisation:

Irish Vetting Services on behalf of; **UniHaven Ltd**

I have provided documentation to validate my identity as required *and* I consent to the making of this application and to the disclosure of information by the National Vetting Bureau to the Liaison Person pursuant to Section 13(4)(e) National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016. **Please tick box** ☐

Applicant's  
Signature:

Date:   /   /

**Note: The National Vetting Bureau will send you email with link to the e-vetting site to complete an ONLINE form. The email will be from: [evetting.donotreply@garda.ie](mailto:evetting.donotreply@garda.ie). Complete immediately as the link expires after 30-days**

## Fees and Refund Policy

<i>Quality Assurance Manual (QAM) Chapter 4</i>	
<i>Document Name</i>	Fees and Refund Policy
<i>Procedure Document Number</i>	UPOL008
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Chief Revenue Officer
<i>Roles with Aligned Responsibility</i>	Chief Revenue Officer, Recruitment and Admissions Officer
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised to reflect UniHaven's course offerings being limited to the Irish foundation programme only and switching from Transfermate to Convera/Western Union for payments
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	UDOC000 UniHaven Quality Assurance Manual Rev 2 Qualifications and Quality Assurance (Education and Training) Act 2012 Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016) Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016) Protection of Enrolled Learners (PEL): Protocols for the Implementation of Part 6 of the 2012 Act, Guidelines for Providers

## 1. Policy Overview

The College is committed to providing transparent and up-to-date information to all students regarding study costs for the UniHaven College Level 5 Specific Purpose Certificate in International Foundation Studies programme (“the programme”), costs associated with life as a student in Ireland, and when and how refunds will be considered and granted.

## 2. Policy Statement

This policy is in line with the core guidelines of QQI<sup>1</sup> by setting out the fees which apply to all students and the methods the College uses to collect these payments, as well as the issuing of refunds. The tuition fees are based on fair benchmarked rates and reflect the costs associated with the provision of a high-quality programme. Students will be aware of tuition fees, tuition-related fees and additional costs which may be relevant for their course of study at the College before they enrol in line with QQI requirements<sup>2</sup> as follows

- Providers shall provide information on compulsory fees for the full duration of the programme from registration and admission to graduation or exit from the programme. Where fees may change, this shall be clear to applicants in the information provided.
- Providers shall provide information on the collection or payment of fees (including sanctions for late payment and debt collection for sums of money owed).
- Providers shall establish a fees structure that supports the mission of the organisation and reflects the costs associated with quality provision.
- Providers shall ensure that there are no additional fees or unexpected charges that international learners have not been made aware of.
- Providers shall issue a receipt to international learners upon receipt of payment of fees which will include a breakdown of fees paid.
- Providers shall establish and publish a policy on full and partial refunds. This policy shall outline the conditions under which a refund will be granted (e.g., a refused visa application in the case of a non-EEA learner).

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<sup>1</sup> Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)

<sup>2</sup> Code of Practice for Provision of Programmes of Education and Training to International Learners (2015), section 3.3

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- Providers shall provide information on any financial supports or resources that exist within the organisation, or nationally, for international learners.

### 3. Roles and Responsibilities

This policy applies to all applicants and registered students at the College. The Chief Executive Officer ([brian@unihaven.ie](mailto:brian@unihaven.ie)) is responsible for the implementation of this policy. The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed schedules, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

### 4. Policy

#### Fees

Any offer of a place is made on the understanding that the student has informed the College that they/their parents/their guardians have sufficient funds to pay for their tuition fees and all associated study fees in full and have the financial means to support themselves for the entire duration of their programme. Where relevant and agreed, fees on students' behalf will be collected from their sponsors (i.e., Government, corporate etc.) but only when such agreements have been confirmed in writing. All fees outlined are associated with the programme and services only. They do not include the fees for the HEI partner programme that a student intends to progress to.

Mandatory student fees include (some may be banded together when promoting the programme)

- Tuition fees.
- Registration fees.
- Examination fees.
- Fees for programme books, online resources, online study platforms and so on.
- Administration fees relevant to college procedures such as admission appeals, assessment reviews/rechecks, rebooking fees etc.



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- Progression Fees.
  - Learner protection fees.
  - Medical insurance fees.

Optional additional fees include fees for support services to include:

- Airport transfers.
- Accommodation arrangements.
- Guardian nominee services.

Should there be any change in fees from those stated, students will be informed in advance as a matter of urgency.

### Tuition Fees

The tuition fees are the core fee payable by the student for the academic programme, teaching and use of College facilities. Proof of the payment of fees must be made to facilitate visa applications. This applies to all nationalities who need a study visa. If by way of exception only, a payment plan is offered to an applicant, a non-refundable deposit of €6,000 will be a minimum initial fee payment. For visa purposes, a deposit of €6,000 must be paid as the minimum payment.

### Registration Fees

A registration fee applies to all students registering on the programme to cover the administration costs of enrolling and registering students both with the College and with QQI.

### Examination Fees

Examination fees are charged to students to cover the administration cost of running exams, external examiner fees and use of facilities. Repeat examination fees of €50 will be applicable, where relevant.



### Programme Materials

The fee for course materials includes books, library facility access, and learning materials/resources that students will use for classwork, homework and assignments. Fees charged also cover IT resources that are needed to support student learning such as Office 365, online learning platforms and so on.

### Progression Fees

Progression fees include the fees incurred from submitting applications and related information to partner universities on behalf of students.

### Learner Protection Fee

Protection of Enrolled Learner (PEL) fees are a compulsory requirement for providers of programmes of 3 months duration or longer and where the student has paid the programme fees<sup>3</sup>. It demands that providers put in place arrangements to ensure that if a programme of education and training ceases prematurely, students will be able to complete a similar programme with another provider, or have their monies refunded. The College will arrange individual learner protection insurance policies on behalf of all students. UPOL002 UniHaven Learner Protection Policy Rev 1 provides more detail about what fees will be refunded and how refunds will be processed.

### Medical Insurance

Students requiring a visa to study in Ireland must have medical insurance arranged for the entire duration of their programme as per visa requirements. Private medical insurance should provide cover for accident and/or disease and should cover the student for any period of hospitalisation. The College will arrange such insurances on behalf of students unless the student can show evidence of having such equivalent policy themselves and it

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<sup>3</sup> Protection of Enrolled Learners (PEL): Protocols for the Implementation of Part 6 of the 2012 Act, Guidelines for Providers

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is in English. See the Department of Justice website for more details: [Private Medical Insurance - Immigration Service Delivery \(irishimmigration.ie\)](https://www.irishimmigration.ie/Private-Medical-Insurance-Immigration-Service-Delivery).

### Appeals and Reviews/Rechecks

A fee of €50 will apply to students appealing an admissions decision, an assessment decision, or a grading decision. However, this will be refunded if the appeal is successful. See UPRO015 UniHaven Assessment Policy Rev 1 for more detail about these processes.

### Optional Airport Transfer

Airport collections can be arranged by the College for students to help them get to their accommodation and the College on their first visit and to help them to acclimatise generally without feeling lost in a new country. Only reputable airport transfer companies will be used and only for students aged 18 or older, i.e. not minors.

### Optional Accommodation and Arrangement Fee

Host family accommodation is arranged in four-week blocks on behalf of students with the homestay accommodation fee including meals and utilities. All accommodation bookings are subject to a non-refundable arrangement fee that the College charges on behalf of our homestay partners. Other than booking deposits, all homestay fees are paid directly to the provider. If homestay is cancelled two weeks or more in advance of the commencement of accommodation, the standard homestay Fee will be refunded. If the homestay is cancelled less than two weeks in advance of the commencement of accommodation, no refund will be made.

The College will also make available corporate student accommodation, but students will pay for such accommodation directly to the providers concerned. Should a student require hotel or hostel accommodation during their studies, the Student Support Officer will be happy to suggest some locations informing them, however, that temporary accommodation can be expensive for long periods. Should a student not wish to avail of



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homestay during their time at the College, rental is also an option. Prices for this can vary greatly depending on location and utilities may not be included. Again, we will advise the student as best as we can as is relevant to their needs and circumstances.

#### Optional Re-Booking Fee

Each time a student requests a change of type of accommodation or transport after initial booking, the College may charge a non-refundable re-booking fee of €50, which is payable immediately.

#### Optional Guardian Nomineeship Services

Guardian nominee of minor students will be facilitated by an approved Guardian Nominee company. Students apply directly to this provider. The College will only provide an introduction and some information about the service to students.

#### Irish Visa Office Fee and Finance Information

##### Visa Processing Fee – Payable to Immigration Authorities

Visa application fees are generally payable while applying for an Irish study visa of 90 days or more in duration. See the Department of Justice website information on fees here: [Precleanance and entry visas fees - Immigration Service Delivery \(irishimmigration.ie\)](https://www.irishimmigration.ie/precleanance-and-entry-visas-fees).

#### Financial Requirements While Studying in Ireland

Students must show they have sufficient funds to support their stay in Ireland without recourse to public funds, or the reliance on casual employment. They must show evidence that they have immediate access to at least €7,000. This is the estimated cost of living in Ireland for a student for one academic year. Students must also demonstrate that you and/or their sponsor(s) have ready access to at least €7,000 for each subsequent year of their studies in addition to course fees for each of those years. Please note:

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*\*All visa-required students who intend commencing their studies in Ireland after 01 July 2023, will be required to show evidence that they have access to at least €10,000 per year of their studies. If the duration of the course is less than 6 months, they must have access to €700 per month of their stay or €4,200, whichever is the lesser.*

### Collection of College Fees

To ensure accessibility and security for all, payment of fees can be done from the student's home country by Convera/Western Union or by direct bank transfer on request. No cash payments are acceptable. Students are responsible for any bank charges incurred when paying for their programme. All students will be issued a receipt of payment once it has been received.

### Fee Non-Payments

Non-payment of fees may result in students being expelled from the programme. Enrolled students who have not paid their fees within one calendar month of the date by which they should have paid will be dealt with under UPRO010 UniHaven Student Complaints and Disciplinary Procedure Rev 1. The exception to this is where sponsors have paid on students' behalf. The CEO will deal with corporate or government sponsors but if fees become non-payments, students may be expelled consequently. Such decisions will be made by the Executive Management Team.

### Late Payments

Late payment of fees will be dealt with by the CEO who will follow up with the student/parent/guardian/sponsor as relevant. If the fees are not paid on time, then they will be classified as non-payments and will be dealt with as above.

### Financial Supports

The College will be working with Manati Student Funding (<http://www.manati.co.za/>) to make financial supports available to South African students to help them to pay for our

fees. Students will voluntarily enter agreements to repay any student loans with Manati Student Funding, not with the College.

### Cost of Living in Ireland

A good guide to the costs associated with travelling to, living in and studying in Ireland are outlined in Education in Ireland's website: <https://www.educationinireland.com/en/Living-in-Ireland/Before-Arrival/Living-Costs/>. This website also provides excellent information on accommodation, transport etc. Full cost of living fees is made available on the College website [www.unihaven.ie](http://www.unihaven.ie) and in the Student Handbook.

### Refunds

UniHaven will refund students under certain conditions less a non-refundable administration charge of €300.

- Should a programme not go ahead as planned, an applicant will be offered a full refund with no administration charge.
- Should a student have received an entry visa refusal, a full fee refund will be given less an administration charge of €300.
- Should a student decide more than four weeks in advance that they do not wish to take their place on their course, a fee refund will be given less an administration charge of €300.
- Should a student decide less than four weeks in advance that they do not wish to take their place on their course, no refund will be given unless the student can provide evidence of extenuating circumstances e.g., a medical certificate.
- Where a student decides to withdraw from the programme for any reason once the programme has commenced, no refund will be paid unless the student can provide evidence of extenuating circumstances e.g., a medical certificate.
- If the College is unable to complete the programme, refunds will be dealt with as per UPOL002 UniHaven Learner Protection Policy Rev 1.

Refunds will not be provided in the following circumstances:

- 
- Where an offer was made based on incorrect or incomplete information being supplied by a student, having registered at UniHaven.
  - Where a student whose entitlement to attend the programme is terminated due to academic or other forms (e.g., gross) of misconduct.
    - Students found to have been guilty of academic misconduct will be subject to serious penalties up to and including withdrawal from the programme...see UPRO008 Academic Misconduct Procedure Rev 1. In such cases, that withstand an appeal, there will be no entitlement to a refund or readmission.
    - Where a student who, after an investigation, has been expelled for disciplinary reasons. UPRO010 UniHaven Student Complaints and Disciplinary Procedure Rev 1 describes how such incidents will be dealt with. Students must pay the full cost of any damage they cause to property, whether at the college, their accommodation or elsewhere should they be found guilty of causing such damage. In such cases that withstand an appeal, there will be no entitlement to a refund or readmission.
    - Where a student is expelled as a result of unacceptable attendance as described in UPRO011 UniHaven Attendance Monitoring Procedure Rev 1. In such cases that withstand an appeal, there will be no entitlement to a refund or readmission.
  - Where a student is in breach of government regulation or rules governing his/her student or study status in Ireland.
  - Where a student is convicted of a criminal offence in the jurisdiction of the Republic of Ireland.

### Withdrawals

Programme withdrawals and whether refunds apply are dealt with as per UPOL007 Student Recruitment and Admissions Policy Rev 2.

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## 5. Procedures and Forms

### Payments and Refund Procedure

The procedure applies to all applicants and registered students at the College. Responsibility for executing this procedure belongs to the Recruitment and Admissions Officer.

#### Payment Collection

Payments for the College programme and associated fees are to be made through Convera, a secure GDPR compliant third-party provider of payment services. See full details on the College website. Payments can also be accommodated by direct bank transfer. Should students wish to do so, they should email [studywithus@unihaven.ie](mailto:studywithus@unihaven.ie) and our staff will help to make the direct transfer payment.

#### Non-Payments

Non-payment of fees may result in students being expelled from the programme. Students who have not paid their fees within one calendar month of the date by which they should have paid, which will have been communicated in advance, will be emailed by the College to request immediate payment. The exception to this is where sponsors have paid on students' behalf in which case they will be emailed instead.

If fee requests are ignored and become non-payments, students may be expelled as a result. Such decisions will be made by the College's Executive Management Team (EMT) and are final.

#### Late Payments

The relevant student/parent/guardian/sponsor will be emailed to request immediate payment. If the fees are not paid on time, then they will be classified as non-payments and dealt with as above.

#### Refunds

Refunds will only be issued in certain circumstances as described in this policy document. Refunds are processed by the College within 20 working days from receipt of a complete refund request. Ensure that visa refusal and supporting documentation evidence are

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included. Refunds will only be paid to the originating bank that was used for the initial payments. To apply for a refund, a Refund Request Form will need to be submitted to [studywithus@unihaven.ie](mailto:studywithus@unihaven.ie) together with supporting documentation as listed below. A copy of this form is in the Appendix.

#### Visa refusal

- Visa refusal letter from the Irish authorities.
- Payment confirmation receipt(s) from the originating bank account (sometimes called \*Swift Receipt or \*MT103).
- College payment receipt(s).

#### Fail to meet English language/academic requirements

- English language certificate or academic documents.
- Payment confirmation receipt(s) from the originating bank account (sometimes called \*Swift Receipt or \*MT103).
- College payment receipt(s).

#### All other reasons

- Payment confirmation receipt(s) from the originating bank account (sometimes called \*Swift Receipt or \*MT103).
- College payment receipt(s).

\* Payment confirmation receipt(s) must show the originating bank details. If not, we will require a copy of the bank statement for the account showing the payment to UniHaven.

Refunds will be reimbursed in Euro or the same currency as the fees were originally demanded and via the same payment method as the original payment was made. In the case of bank transfer, refunds must be issued to a bank account in the country of origin of the original payment(s). Where the applicant is requesting a refund based on a visa refusal or failure to meet entry requirements, a refund will only be processed once all supporting evidence has been provided to the College.





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## Appendix

### UFORM023 Refund Request Form Rev 1

Please return the fully completed form by email to [studywithus@unihaven.ie](mailto:studywithus@unihaven.ie).

Refunds will only be processed where the student has attached the College fees receipt and MT103 or swift copy plus other supporting documentation as relevant.

Student details

First Name	
Surname	
Phone Number	
Email	
Address	
Programme	
Method of Payment	Bank Transfer <input type="checkbox"/> Convera <input type="checkbox"/>



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Please give details regarding the reason for the refund request

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Refund details (only to be completed where the payment was made by Bank Transfer)

Bank details	
Account holder name	
Bank	
Bank Address	
Branch Code	
Account Number	
Swift Code	

## Access, Transfer and Progression Policy

<i>Quality Assurance Manual (QAM) Chapter 4</i>	
<i>Document Name</i>	Access, Transfer and Progression Policy
<i>Procedure Document Number</i>	UPOL006
<i>Version Reference</i>	Rev.2
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	CRO, Recruitment and Admissions Officer
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	<p>UDOC000 UniHaven Quality Assurance Manual Rev 2</p> <p>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)</p> <p>UPOL007 UniHaven Student Recruitment and Admissions Policy Rev 2</p> <p>Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)</p> <p><a href="http://www.inis.gov.ie/en/INIS/Guidelines%20for%20Language%20and%20Non-Degree%20Programme%20Students.pdf/Files/Guidelines%20for%20Language%20and%20Non-Degree%20Programme%20Students.pdf">http://www.inis.gov.ie/en/INIS/Guidelines%20for%20Language%20and%20Non-Degree%20Programme%20Students.pdf/Files/Guidelines%20for%20Language%20and%20Non-Degree%20Programme%20Students.pdf</a></p>

## 1. Policy Overview

The purpose of this policy is to ensure that fair, consistent and appropriate access, transfer, and progression opportunities are made available to College applicants and students who wish to study the UniHaven Level 5 Specific Purpose Certificate in International Studies Programme (“the programme”).

## 2. Policy Statement

QQI requires that information relating to programmes and arrangements for access, transfer and progression are available to prospective students before enrolment<sup>1</sup>. For the College with one foundation pathway programme that falls under the Further Education and Training category, there is no requirement for award credit<sup>2</sup>. The relevant criteria are arranged under the headings of

- Entry arrangements...i.e., access.
- Progression and transfer routes.
- Information provision.

With specific reference to access, transfer and progression, the following meanings are inferred in the context of this policy:

- Access is the process by which a student may gain access to and participate in the programme.
- Transfer is the process by which a student may transfer from one programme to another programme, having received recognition for knowledge, skill or competence acquired.
- Progression is the process by which a student may enter another education programme on successful completion of the College programme.

The College seeks to admit all applicants who fulfil the minimum entry requirements for the programme and is committed to providing prospective learners with all information,

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<sup>1</sup> 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)

<sup>2</sup> 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), section 2.

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criteria, and procedures necessary to allow them to make informed decisions regarding their chosen programme of study. Additional guidelines are published for those seeking additional supports or accommodations for the reason of a disability or medical conditions.

### 3. Roles and Responsibilities

Admissions Board advises on entry criteria for the Academic Director to make determinations on (see QAM, section 2.3.2.6). The Academic Director has overall responsibility for ensuring that this policy is implemented as part of College recruitment, admissions, and progression processes in conjunction with the Recruitment and Admissions Officer. This policy applies to all applicants and students.

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed schedules, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

### 4. Policy

#### Access

Access is the process by which applicants enter the programme to become registered students. Applicants must have achieved at least the minimum requirement for entry into the programme. Should the programme be oversubscribed, the College will discuss the potential for applicants that it cannot accommodate, assuming deferral is also not an option, to take up a place in its Irish partner HEI's foundation programme or, as a last resort, an Irish competitor's QQI foundation programme.

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## Minimum Entry Requirements

The entry criteria listed below are designed to ensure that all applicants interested in studying the programme will not only have a reasonable expectation of successfully completing the programme but also doing so in such a way as to meet the entry criteria for the undergraduate degree programme they wish to study at the partner HEI.

- Age
  - Applicants must normally be 17 years old but will be 18 years old by the end of the programme.
- Academic
  - Applicants must hold a certificate of secondary education at GCSE level or equivalent to include a minimum pass grade in maths and a minimum pass grade in four other subjects. For a detailed list of entry criteria on a country-by-country basis, see the College website.
- English Language
  - All applicants whose first language is not English and who have not been educated through the medium of English must be able to show English language ability as follows:
    - An English level of Council of Europe B1+ Proficiency Level<sup>3,4</sup> /IGCSE C/IELTS 5.0 or equivalent.
    - IELTS 5.0 overall with no less than 5.0 in the written component and 4.5 in the listening, speaking, and reading components.
  - In certain circumstance, results in examinations other than those outlined above may be accepted as proof of competence in the English language as decided on by the Academic Director under the oversight of the Admissions Board.
  - English language certification must have been awarded within two years of start date of the programme.

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<sup>3</sup> <https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>

<sup>4</sup> QQI Awards Standards for Pre-Higher Education Foundation Awards for International Students (2015)

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Entry requirements will be available to applicants on the College website in advance of applying for a place on the programme as per UPOL026 UniHaven Communications Policy.

### Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning. RPL encompasses all forms of prior learning, including formal learning, and non-formal learning (learning outside the formal education system), through the workplace and experience.

To comply with QQI requirements, RPL must be considered for any student who wishes to access the programme<sup>5</sup>. The College must also comply with Irish study visa requirements for Level 5 (NFQ) programmes as set out by the Department of Justice where students must study in class for at least 15 hours a week with an attendance rate of a minimum of 85%<sup>6</sup>. The College must also make sure that students successfully complete the programme with 120 FET credits to be eligible for the QQI Level 5 (NFQ) Certificate in International Foundation Studies award which in turn facilitates progression to year one of the HEI partner undergraduate degree programmes. With these contexts in mind, the College will discuss RPL with partner HEIs to explore the extent, if any, to which RPL applies to a given applicant's request but such RPL will be conditional on the student passing the programme and complying with the above visa requirements. In the case of English language, RPL will not be available due to the need for students to satisfy minimum in-class hours of 15 per week which is not possible if students are not studying the English language modules. An example of permitted RPL might be where the HEI partner deems an applicant's Physics score to be sufficient to study an Engineering degree but, to successfully complete the College programme in a visa-compliant way, the student may need to study Biology instead, it being a complementary alternative module for the degree to which the applicant

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<sup>5</sup> Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)

<sup>6</sup><http://www.inis.gov.ie/en/INIS/Guidelines%20for%20Language%20and%20Non-Degree%20Programme%20Students.pdf/Files/Guidelines%20for%20Language%20and%20Non-Degree%20Programme%20Students.pdf>

wishes to study at the partner HEI. All student requests for RPL must be submitted in writing to the Academic Director at the admissions stage and will be considered in the context of this policy and subsequently decided on by the Academic Director in conjunction with the HEI partner on a case-by-case basis. If an applicant chooses to appeal an admissions RPL decision, they are entitled to do so. All admissions appeals must be made by email to the Academic Director, within five working days of the decision being communicated. The admissions appeal procedure is outlined in Section 5 of UPOL007 UniHaven Student Recruitment and Admissions Policy Rev 2.

### Applicants with Disabilities

The College is dedicated to implementing a policy of equal opportunities for students with disabilities. Applicants should disclose their disabilities during the application process because non-disclosure may limit their access to appropriate services, procedures, accommodations and supports. Further details on the College disability policy are detailed in our UPOL018 UniHaven Learner Disability Policy Rev 1.

### Transfer

A student can transfer internally from one programme pathway stream to another if the modules of study and the completion of same allow in the context of both the learning the student has already completed to date and the entry requirements of the HEI degree they seek to progress to. Pathway stream transfers must be requested in the first four weeks of the programme to reduce the potential for negative impacts and allow for a natural transfer opportunity. In exceptional cases, a pathway stream transfer will be considered after the first 4 weeks. The stream transfer request would normally only be considered where a natural transfer opportunity occurs, i.e., at the end of a term or a semester.

Any student who wishes to discuss a pathway stream transfer should, in the first instance, raise the matter with their Programme Manager. For the student to make an informed decision, academic guidance will be provided, detailing the options available and the



process that needs to be followed. Should the student wish to proceed with a transfer application, this should be put in writing to the Academic Director by email who will determine the suitability of the request under the direction of the Admissions Board.

Transfers from and to similar level 5 Specific Purpose Certificate in International Foundation Studies programmes may be considered. Students should discuss such requests with the Academic Director who will consider such requests in good faith. Transfer into the programme can be considered as RPL and will be dealt with as per the process outlined in the RPL section of this policy.

### Progression

As a pathway provider, students have decided while enrolling with the College what HEI and degree they wish to study post programme assuming successful completion of same and subject to the students securing the necessary visa to enter Ireland. Progression to a programme of education and training leading to awards at levels 6, 7 and 8 on the NFQ will be possible when students successfully complete the programme and achieve any specific requirements as specified by the receiving programme or institution. Decisions on the progression of students into undergraduate programmes at the UniHaven College Partner HEIs are ultimately made by the respective partner universities and institutions.

At the admissions stage, applicants will be advised about the degree options at their chosen HEI, what language and academic school requirements they must have, and what grades higher than the programme's standard Pass grade (i.e., 50%) they should achieve in each module, if relevant. All such requirements will be outlined in the Conditional Offer Letter (COL) that applicants will receive and must sign to accept the offer of a place on the programme subject to meeting all stated College and HEI Partner requirements. See UPOL007 UniHaven Student Recruitment and Admissions Policy Rev 1 for full information.

### Information Provision

Before commencing the programmes, and before any payments are accepted from or on behalf of an applicant in respect of the programme, applicants will be informed of relevant

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access, transfer, progression, and other salient programme-related information as per UPOL026 UniHaven Communications Policy Rev 1 and under the below QQI requirements<sup>7</sup>

- All providers are to inform learners commencing programmes of the name of the awarding body and the title, award-type and framework level designation of the award associated with that programme.

All providers, for each programme, will publish in a standard and accessible format:

- The arrangements for eligibility to enter, including a statement of the knowledge, skill and competence needed by the learner as a basis for successful participation in the programme.
- Arrangements to assess learner's eligibility to enter.
- Further selection arrangements, where these apply.
- A statement of arrangements available for recognition of prior learning, for entry to each of their programmes, and access to an award.
- Possibilities for transfer and/or progression associated with the programme, including any relevant specific progression linkages.
- Details of learning support available for specific learner groups such as learners with disabilities, or learners whose mother tongue is not English.

All information and publicity documentation referring to a programme leading to an award will include a statement of the arrangements for entry, and a description of the transfer/progression possibilities into and out of the programme.

Any supplementary document (i.e., certificate or diploma supplement to promote transparency of an award) issued by providers with independent awarding powers will include information about:

- The placing of the award in the national framework of qualifications – the name of the awarding body and the title, award type, and framework level designation of the award.
- The transfer and progression opportunities associated with the award.

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<sup>7</sup> 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)



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## 5. Procedures and Forms

UPOL007 UniHaven Student Recruitment and Admissions Policy Rev 2 and associated procedures/forms outline the core steps which enable applicants to become enrolled and registered students and that are underpinned by the principles of fair access, progression, and transfer opportunities.

## Staff Learning and Development Policy

<i>Quality Assurance Manual (QAM) Chapter 5</i>	
<i>Document Name</i>	Staff Learning and Development Policy
<i>Procedure Document Number</i>	UPOL010
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	HR, DPO and People Officer
<i>Roles with Aligned Responsibility</i>	Academic Director, CEO
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	UDOC000 UniHaven Quality Assurance Manual Rev 2 Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016) Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016) Code of Practice for Provision of Programmes of Education and Training to International Learners (2015) Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes UPOL014 UniHaven QQI Blended Learning Policy Rev 1

## 1. Policy Overview

The main aim of this policy is to provide managers and staff with a framework that supports and encourages their development in line with the delivery of the College's objectives. In this context, staff development applies to full time and part-time staff, temporary and permanent, and consists of anyone or all the following:

- Induction.
- Continuing Professional Development (CPD).
- Performance-related Development.
- Exit Interviews.

Development activities that have no direct relevance to the individual's role nor the College's core objectives are not within the remit of this policy.

## 2. Policy Statement

Staff learning and development ("development") refers to the policies, practices, and procedures used to develop the knowledge, skills, and competencies of staff to improve their confidence, competence, and effectiveness. This policy will play a critical role in building the capability of the College's academic offerings. Staff development approaches are tailored to the nature of the College, i.e., an international education company for multicultural students in line with QQI requirements<sup>1</sup>, as follows

- Offer opportunities for and promote the professional development of teaching staff.
- Encourage scholarly activity, as appropriate, to strengthen the link between education, teaching and research.
- Encourage activity to strengthen the links between education, teaching, research, and other developments within fields.
- Encourage innovation in teaching methods and the use of new technologies.

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<sup>1</sup> Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016), section 4.3

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- Providers shall ensure that staff are provided with training and support regarding intercultural competence to facilitate appropriate and effective delivery of services to international learners.<sup>2</sup>

The overall College approach to the development of its staff is guided by the following commitments:

- The College is committed to providing staff with development opportunities backed by sufficient budgets for same to ensure that staff can contribute fully to the achievement of their own and the College's development aims.
- The Executive Management Team (EMT) members and department managers ('Line Managers') are provided with the skills, knowledge, and competencies they need to work in partnership with their staff to support their continuous development.
- All staff – permanent, contract, temporary, and part-time - have equitable access to staff development opportunities, appropriate to their role and aligned to their objectives.
- All internal developmental activities will support the need to heighten awareness of equality, diversity, and inclusion issues. Where relevant, this will be reflected in the design, content, and delivery of each activity.
- The College is subject to several statutory regulations – examples include health and safety, employment law, child protection etc. - and it must ensure that staff are trained to levels appropriate to their roles to comply with such legislative requirements. Participation in certain staff development activities will, therefore, be mandatory.
- All proposed staff development activity must be approved in advance by the Academic Director for academic staff and the CEO for non-academic staff who will approve the activity and the budget, the latter against pre-assigned staff development budgets.
- Line Managers are expected to encourage all staff to partake in internal and external staff development opportunities relevant to their identified development needs.
- Staff must take responsibility for their development. In addition to undertaking mandatory and relevant training, they are expected to avail of the development

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<sup>2</sup> Code of Practice for Provision of Programmes of Education and Training to International Learners (2015), section 3.4.3

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opportunities provided to enable them to keep their skills updated, to respond flexibly to changing College learning approaches and needs, and to actively partake in development opportunities as relevant to their role and the learning communities they are encouraged to be members of. This includes but is not limited to development concerning the use of technology in blended learning contexts<sup>3</sup>.

### 3. Roles and Responsibilities

Academic and support staff are those that will benefit most from this policy. While the policy owner is our HR, DPO and People Officer (“People Officer”) in the context of ensuring that the College implements the correct policies in the right way both for the College and to satisfy QQI requirements, the critical roles in the implementation of this policy are Line Managers. It is these leaders who will determine the satisfaction levels of staff that in turn, when positive, will improve the satisfaction levels of students. It is important to College senior management that staff are treated well, are valued, and are given every opportunity to improve their working lives while working at the College.

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed schedules, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

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<sup>3</sup> Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes, section 3.1.3

## 4. Policy

### Identifying Needs

Staff development needs are identified in several ways with responsibilities specific to the respective roles described below.

- Line Managers are expected to discuss staff development needs with each of their staff at least annually as part of the staff performance management process...see UPRO003 UniHaven Performance Management Procedure Rev 1.
- The needs of new staff should be identified within one week of taking up their role subject to the probation clause in their employment contract.
- The needs of staff transferring to a new role within the College should be discussed with them within four weeks of them taking up the new position.
- Needs are identified by departments during the annual College review cycle.
- Needs are identified from Line Manager observations and requests.
- Needs are identified from staff requests from committee/team membership and normal working activities. Needs may be identified throughout the year and the College planning processes will retain flexibility for agreement of additional development needs as they become necessary.
- Staff development needs may emanate from Programme Board reviews.

### People Officer

The People Officer is responsible for:

- Effective staff development provision, from clarifying the need, to design and selecting methods, through to the delivery and evaluation of interventions.
- Providing all Line Managers and those involved in the identification and prioritisation of staff development activities with the relevant support.
- Providing an advisory service to Line Managers and staff on external developments within the staff development field.
- Offering guidance on the external provision of staff development interventions.
- Providing the mechanisms to ensure accurate training records are maintained.
- Evaluating staff development activities to assure and enhance their quality.



### Line Managers

Line Managers are responsible for:

- Ensuring that individuals have the opportunity at regular intervals, to discuss their development needs and identifying appropriate development opportunities.
- Giving staff constructive, honest, and timely feedback on their performance in line with UPRO003 UniHaven Performance Management Procedure Rev 1.
- Identifying individual and team development needs that take account of both the college goals and the aspirations of individuals.
- Establishing priorities taking account of individual and College priorities and any change to priorities, and making appropriate provision to meet them within the resources available.
- Where appropriate, approving attendance at relevant staff development activities and making appropriate provision for the release of staff from their duties.
- Briefing and de-briefing their staff who participate in staff development activities, to facilitate effective consolidation of their learning and in some cases dissemination more widely.

### Individual Staff Members

Individual staff members are responsible for:

- Reflecting at regular intervals upon their performance in their current roles and future career aspirations and identifying their appropriate development needs.
- Discussing these with their Line Manager during their Performance Review Meetings to establish priorities concerning their personal, team or college objectives.
- For the upkeep and maintenance of their personal development portfolio as evidence of their development and progression.
- Applying newly developed knowledge and skills to their work and careers while taking advantage of available developmental opportunities within the College and as part of external learning communities.
- Where difficulties occur, raising issues with their Line Manager in the first instance.

### Exit Interviews

- Exit Interviews aim to double-check that what we have offered staff in their time with us has been delivered and, if not, what needs to be done to address the gaps.
- The People Officer conducts all exit interviews and feeds back salient information to the relevant Line Manager. Any significant or major areas of feedback that indicate a major break down in College policy or procedures will be brought to the attention of both the Academic Director and EMT.

### Developmental Opportunities Available at UniHaven

Developmental opportunities are one of the following:

- Induction.
- Continuing Professional Development (CPD).
- Performance-related Development.

UFORM018 Learning and Development Request Form Rev 1 is used for staff to request a development opportunity or activity...see Appendix.

### Induction

Induction includes but is not limited to

- Informational Presentations – background and contextual information about the College, the organisational structure, key roles and so on.
- Cultural and intercultural awareness training given the mix of international students in the classroom.
- Policies and procedures to include the UniHaven Quality Assurance Manual Rev 2, UDOC007 UniHaven Employee Handbook Rev 1, UDOC001 UniHaven Programme Handbook Rev 2, and UPOL031 UniHaven Protected Disclosures Policy Rev 1 including all associated policies, procedures and key documents.
- Mentoring – mentors will be appointed to all new staff to guide them in their early weeks and months in the College and longer where necessary.

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- Shadowing/Observations – to help new starters fully understand how teaching, assessment and administration policies and procedures are implemented at the College, a mix of shadowing and peer observations will be scheduled.
  - IT – to include logins, usernames, passwords, for Office 365, Zoom, LMS, and the library IT system and how such systems work and integrate generally.
  - Facilities/Premises Walkabout – to get new starters fully spatially aware of their surroundings and the facilities available to both them and our students.
  - Health, Safety, Welfare and Emergency Procedures – as outlined in our health and safety policy but also those emergency procedures provided to us by our landlord.

### Continuing Professional Development (CPD)

CPD includes formal training programmes and events related to a particular role, completed either internally or externally. Teachers, full time, part-time, temporary or permanent, will be provided with training in teaching, tutoring, and other relevant skills with activities categorised as

- Academic – to include teaching and learning methods, pedagogy improvements, curriculum design, becoming a part of a community of teachers both within and external to the College.
- Technical – to include our learning management system, library systems, IT systems and so on.
- People – to include formal or informal learning about staff and student communications, multicultural teaching and awareness, emotional intelligence, student mental health issues and so on.

### Performance Management

- Performance management will not be linked to remuneration but instead relies on the development of staff for job, role, vocational and career development purposes.
- Line Managers conduct formal Performance Review Meetings (PRM) with staff on a 1:1 basis at least annually where staff can both give and get formal feedback on their performance with a future-oriented goal setting and action planning ethos. See UPRO003 UniHaven Performance Management Procedure Rev 1 for the full description of this process.

- Line Managers are expected to provide both praise and recognition of things done well and constructive feedback around areas that need to be addressed on a timely basis. Both types of feedback should not be left until the formal PRM to do. Consequently, formal PRM's should not involve long discussions about past performance unless any lingering or unaddressed issue remains despite previous attempts to address the same and needs a more formal intervention.

## 5. Procedures and Forms

This policy is supported by UPRO003 UniHaven Staff Performance Management Procedure Rev 1 and associated forms together with UFORM018 Learning and Development Request Form Rev 1 in the Appendix.



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## APPENDIX

### UFORM018 Learning and Development Request Form Rev 1

*(only when costs exceed €50)*

Line Manager: \_\_\_\_\_

Requesting department/section: \_\_\_\_\_

Staff Member name: \_\_\_\_\_

Date request was made: \_\_\_\_\_

#### Context

Learning and development need:

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Business goal and benefit:

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How does the learning and development requested align with company or College objectives?

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Desired behavioural/skills improvement:

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What data/metric do you wish to improve?

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Learning and Development Request

Brief learning and development description:

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Learning topic/name: \_\_\_\_\_

Desired date: \_\_\_\_\_

Subject matter expert names:

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Additional notes:

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Learning and Development Sign-Off

Line Manager Sign Off – where line manager has secured signoff from EMT or a senior member of EMT: \_\_\_\_\_ Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Teaching and Learning Policy

<i>Quality Assurance Manual (QAM) Chapter 6</i>	
<i>Document Name</i>	Teaching and Learning Policy
<i>Procedure Document Number</i>	UPOL013
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	Programme Manager, Teachers
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.2.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation plus insertion of new Teaching, Learning and Assessment Strategy reference
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	<p>UDOC000 UniHaven Quality Assurance Manual Rev 2</p> <p>Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)</p> <p>Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016)</p> <p>QQI Awards Standards for Pre-Higher Education Awards for International Students (2015)</p> <p>Policies and criteria for the validation of programmes of education and training (2017)</p> <p>The National Forum for the Enhancement of Teaching and Learning in Higher Education:  <a href="https://www.teachingandlearning.ie/">https://www.teachingandlearning.ie/</a></p> <p>UPOL007 UniHaven Student Recruitment and Admissions Policy Rev 2</p> <p>UPOL014 UniHaven QQI Blended Learning Policy Rev 1</p> <p>UPOL015 UniHaven Assessment and Awards Policy Rev 2</p> <p>UPOL025 UniHaven Learning Analytics Policy Rev 1</p>

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## 1. Policy Overview

This policy aims to set out the College approach to teaching and learning in the context of a multicultural classroom and international education provision that combines the best of in-class and online approaches.

## 2. Policy Statement

This policy is designed to achieve, on behalf of all students and staff, the highest standard of international education regarding the learning approaches designed to deliver the specific module and programme learning outcomes and how e-learning contributes to the student study experience. The College aims to create a positive and supportive learning environment where student can flourish in line with QQI guidelines<sup>1</sup> as follows

- Respects and attends to the diversity of learners and their needs, enabling flexible learning pathways.
- Considers the use of different modes of delivery, where appropriate.
- Flexibly uses a variety of pedagogical methods that are evaluated and monitored and adjusted accordingly.
- Encourages a sense of autonomy in the learner, while encouraging adequate guidance and support for the learner.
- Promotes mutual respect within the learner-teacher relationship.
- Has procedures for dealing with learner complaints.
- Has procedures for dealing with learner appeals.

The College's aspirations for excellent teaching and learning aims to create a teaching and learning culture that

- Works to achieve high levels of student engagement via flexibility of programme delivery, modularisation, and the deployment of state-of-the-art online learning technology to promote an excellent standard of blended learning and teaching supported by excellent learning analytics in line with QQI's blending learning guidelines<sup>2</sup> by being integrated with this overall teaching and learning policy.

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<sup>1</sup> Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016), section 5.2

<sup>2</sup> Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes, section 3.1



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- Empowers students to be autonomous learners that will be very well prepared for the third level education that they will progress to.
  - Promotes high-quality teaching (encompassing a wide range of practices and methods) and pedagogies which encourage active, independent, learning, in which the roles and responsibilities of staff and students are clear.
  - Establishes an inclusive college that promotes diversity in the student population through active and balanced recruitment approaches in conjunction with College recruitment agents.

### 3. Roles and Responsibilities

This policy is especially applicable to our Teachers under the direction and oversight of the Academic Director and Programme Manager. Ultimately, the beneficiaries of this policy will be students who will benefit from best practice teaching and learning. The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed timetables, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

### 4. Policy

#### Programme

- The College teaches a single programme that is overseen by Programme Board.
- The programme and associated award comply with the National Framework of Qualifications (NFQ) classification and UPOL015 UniHaven Assessment and Awards Policy Rev 1 as a Specific Purpose Level 5 Certificate in International Foundation Studies award.
- The programme and modules are described in terms of minimum intended programme learning outcomes (“MIPLOs”), credits, and its corresponding NFQ level as per the QQI programme validation specifications<sup>3</sup>.

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<sup>3</sup> QQI's Awards Standards for Pre-Higher Education Awards for International Students (2015)

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- All students and staff should be clear as to the workload associated with the modules that need to be completed in terms of total learning hours and teaching/tutorial contact hours before teaching and learning of that module commence. It is particularly important to clarify to students the expectations required of them in terms of individual learning beyond simple class contact time or assessment requirements.
  - The College's Recognition of Prior Learning (RPL) policy included in UPOL006 UniHaven Access, Transfer and Progression Policy Rev 2 enables applicants for programmes to seek recognition of previous study or professional experience.
  - For full programme details see UPOL005 UniHaven Programme Review and Development Policy Rev 2.

### Learning Outcomes

Learning outcomes are sets of competencies, expressing what the student will know, understand or be able to do after completion of a module or programme with a focus on what the student has achieved rather than merely focussing on the content of what has been taught. Students need to be able to demonstrate attainment of key competencies and knowledge before being judged to have successfully completed a programme of learning in line with QQI requirements<sup>4</sup>.

MIPLOs are more general statements used to refer to the overall attributes, skills, and knowledge of graduates of a given programme. They provide a means of demonstrating the integration of the modules, module components, and personal learning and development that will result from successful participation in the programme. In line with the above programme and learning outcome module requirements:

- The programme will have an associated set of MIPLOs.
- All modules have minimum intended module learning outcomes ("MIMLOs") that described what the student will have learned from each module component and link back to the programme MIPLOs.

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<sup>4</sup> Policies and criteria for the validation of programmes of education and training (2017)

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- Learning outcomes at both the programme and module level should be used as the basis on which decisions are made regarding (a) approaches to teaching and learning, and (b) the selection of assessment methods.
  - Programme Board will consider the extent and effectiveness to which learning outcomes are being employed in curricular development and course provision and ensure that over-and under-assessment is avoided. See also UPOL015 UniHaven Assessment and Awards Policy Rev 1.
  - Programme Board will examine the extent to which the MIPLOs and MIMLOs are being achieved when reviewing courses, assessment, and student performance. See Programme Board Terms of Reference with the capacity to seek external teaching and learning expertise in Chapter 2 of the Quality Assurance Manual Rev 2.

### Approaches to Teaching & Learning

One of the major advantages of having articulated learning outcomes is that they provide an opportunity to be deliberate yet creative in the selection of teaching methods used in any given module or programme. There has been, in recent times, considerable growth in the diversity of teaching and learning methods to which students are exposed. However, traditional expository lectures still dominate much of higher education and over-reliance on such traditional approaches can somewhat negate student engagement and motivation. For these reasons, the College's teaching and learning approaches will be driven by a desire to maximise student engagement and learning effectiveness with the ultimate twin intentions of providing the student with a thorough education that academically prepares them for higher education study but one that also provides an excellent study (abroad) experience.

The pathway approach where students are recruited to study the College programme on the assumption that they are doing so to get access to degree programmes at one of its Higher Education Institution (HEI) partners places a responsibility on the Teachers and Programme Manager to employ a range of teaching and learning approaches that mirror those used by these partners. Such approaches, for example, may include problem/enquiry-based learning, individual/team project work, blended learning,

laboratory practical's, project work, skills workshops, participative large class meetings (i.e., classes with opportunities for discussion and activity), learning communities, peer mentoring groups, and presentations. The increasing range of technologies available to support learning will be effective if systematically integrated within a blended learning experience or used, perhaps, to free up time within lectures and classes to allow for a more communicative and participative approach for both Teachers and students. The College's chosen learning management system, Claned, will aid this approach through its ability to allow students to socialise online, to pre-read class material, to post-class question and digest material, and to do so in a manner that allows ease of access to Teacher input. This system also provides learning analytics that measures student engagement and learning effectiveness as students engage the programme content. See the following policies for more on the College's approaches regarding blended learning and learning analytics... UPOL014 UniHaven Blended Learning Policy and UPOL025 UniHaven Learning Analytics Policy.

As a general guide, the College expects that, in line with QQI requirements,

- Teachers will select appropriate methods of teaching and promoting student learning based on the specified MIMPLOs and MIMLOs and link these also with approaches to assessment. Programme and assessment documentation will outline the methods to be used in addressing the intended learning outcomes<sup>5</sup>.
- Teachers will provide timely formative feedback to students regularly and not just limited to formal assessment feedback<sup>6</sup>.
- Programme Board will review the teaching and learning methodologies, student impact and learning effectiveness to identify potential areas for development and, where necessary, development and resource requirements.
- Curriculum development and review will consider the student learning experience and identify how the different blend of teaching methods and technologies serves the overall programme aims and intended learning outcomes.
- The learning management system will be available to support the delivery and assessment of all modules and to all registered students. New and emerging

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<sup>5</sup> Policies and criteria for the validation of programmes of education and training (2017), section 17.2 and 17.9

<sup>6</sup> Policies and criteria for the validation of programmes of education and training (2017), section 17.9.e

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technologies will be explored and suggestions from Teachers will be discussed at Programme Board.

- The selection of and use of premises and facilities is done in ways that maximise the creation of good quality learning spaces.
- The wider learning infrastructure that includes the library and IT facilities will be resourced appropriately to support teaching and learning aims.

The more specific guidance for staff as to the types of teaching, learning and assessment strategies and approaches in use at the College are outlined in UDOC012 UniHaven Teaching, Learning and Assessment Strategy Rev 0 which was developed as part of the programme validation stage and approved by QQI.

### Programme Board

Programme Board is responsible for the monitoring, review and improvement of teaching and learning at the College. Specifically, its aims include to:

- Develop and enhance this teaching and learning policy. It may recommend changes and improvements to exist policies and procedures related to teaching, learning and assessment.
- To improve teaching, learning and assessment in practice within the College. It evaluates staff CPD needs to include blended learning and assessment aspects...refer to UPOL010 UniHaven Staff Learning and Development Policy Rev 1.
- Monitor and review the curriculum, learning and teaching, student development and achievement, student engagement, assessment, and academic standards. Monitoring and evaluation of the quality of teaching, assessment and learning are achieved by the assessment of internal data from various sources such as annual module reviews, periodic programme reviews, student surveys, and reports on progression rates. Once approved, the Programme Board monitors the implementation of any improvements that are introduced and evaluates the success of any changes in anticipation of further development.
- Seek to enhance the quality of student learning opportunities. The highest quality and most effective teaching and learning experiences and approaches will be

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captured at Programme Board. Such approaches and experiences will feed into the board's recommendations for teaching and learning enhancement that will subsequently be implemented either on a pilot or a full-time basis. These must include live examples of good-quality student learning experiences and not just those captured from a teacher's perspective.

### Student Expectations and Feedback

Students must be encouraged to be independent, autonomous learners as they prepare themselves for progression to degree programmes post programme completion at the College. While College staff will do their best to care for and academically progress students as much as possible, students need to take responsibility for their learning and their behaviour while learning at the College. Students are expected to behave as per the recommendations below to ensure that their learning journey is fruitful for them and respectful of fellow students, staff, and facilities.

- Be familiar with the programme and general information provided and check relevant notice boards, messaging, and e-mails regularly.
- Seek clarification for anything they do not understand.
- Participate in learning and social opportunities provided for them by the College.
- Work to the best of their abilities.
- Be aware of all programme requirements and observe them including withdrawal, deferral, and appeal procedures...see UPOL007 UniHaven Student Recruitment and Admissions Policy.
- Observe College rules and regulations on plagiarism, cheating, collusion, fabrication of data, breach of copyright...see UPOL015 UniHaven Assessment and Awards Policy Rev 2 and UPRO008 UniHaven Academic Misconduct Procedure Rev 1.
- Make themselves available for academic feedback when requested.
- Attend designated lectures, programme assessments, tutorials, seminars, or other timetabled activities associated with the programme in a punctual manner.
- Submit all written assignments, practicals, or other coursework within the specified time limits.

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- Treat all staff, fellow students, and visitors with courtesy and respect regardless of gender, marital status, age, disability, race, religion, sexual orientation, family status, or membership of the Traveller Community.
  - Respect College property, environment and facilities, its neighbours, accommodation providers and the local community.
  - Take every precaution to ensure that they behave in a safe and considerate manner towards all staff and students.
  - Adhere to all College regulations in the student handbook concerning drugs, alcohol, and smoking.

If students have any cause for concern, they should

- Provide information on any additional needs they may have in a timely fashion.
- Be proactive in seeking any support they may need.
- Be aware of the College's complaints and disciplinary procedures...see UPRO010 UniHaven Student Complaints and Disciplinary Procedure Rev 1.
- Use the complaints procedures fairly and appropriately.

Student feedback is vital to College staff understanding how students are navigating their way through the programme materials and assessments, formative and summative. To ensure that student feedback is gathered and valued to help with teaching and learning enhancement, feedback will be collected as follows:

- Student Representation
  - A Student Representative is a student chosen for each UniHaven programme stream (i.e., Business, Humanities, Health Sciences, Media etc.) to facilitate interaction between staff and students regarding programme-related matters and student-support-related matters. Essentially, the student representative is the point of contact for a particular programme or class/module on behalf of peer students.
  - The student representative will receive training to explain the role and responsibilities and will receive support from the Student Support Officer as to how best to fill this important student-voice role. Meetings will be held monthly to gain feedback on classes and the programme, student wellbeing and any issues students may be encountering.

- Student Surveys
  - Separate from the student representative forum, feedback will be sought from students through surveys that will be generated each semester and at the end of the programme as follows:
    - Engagement surveys: to find out more about the student experience at the College and to get an insight into student opinions on the broader study abroad College experience to include the programme, teaching facilities and technologies, student support services, social programme activities, and accommodation.
    - An overall experience survey will be conducted at the end of the programme to enable students to give feedback and recommendations based on College experience throughout the full academic year and to allow for any change in experience from the start of the programme through to its end.

### Learning Monitoring

Learning will be monitored to enable improved feedback to be given to students to help with their learning and to help the teachers to know if their style and way of teaching are effective or not in line with QQI requirements<sup>7</sup>. Methods used include

- Teaching survey: to get student feedback on teaching methods, modules and content, assessments, and homework, to include the blended learning aspects.
- Assessment data: to include formative and summative assessment grades to check students' academic progress throughout the modules and the programme.
- Retention data: to include deferrals, leaves of absence, withdrawals to monitor if and why students may temporarily or permanently leave the programme.
- Learning analytics: for online pre-work and post-class work distributed through the online learning management system. The system itself collects and reports data analytics around learning effectiveness through this medium and student engagement with each other, with their Teachers and with the content itself. A full description of the type of data collected and how it is used is provided in UPOL025 UniHaven Learning Analytics Policy Rev 1.

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<sup>7</sup> Policies and criteria for the validation of programmes of education and training (2017), section 17.9.d



- Student Attendance: To comply with Department of Justice (INIS) regulations, students from outside the European Economic Area (EEA) are required to attend a minimum of 85% of all classes. Attendance is recorded for every class and monitored regularly. Poor attendance is a serious issue and will be followed up immediately. If not addressed, it can lead to warnings up to and including dismissal from the programme and/or visa withdrawals. UPRO011 UniHaven Attendance Monitoring Procedure Rev 1 outlines the steps involved in this process and is available on the College website and in the student handbook.
- Progression data: to include what number/percentage of students who completed the programme successfully and the number/percentage of students who progressed to their selected degree programme as planned when they first enrolled with the College, i.e., access to the degree from the pathway they chose has been successfully achieved.

## 5. Procedures and Forms

Programme Board terms of reference are outlined in the UniHaven Quality Assurance Manual Rev 2, Chapter 2. The following policies and procedures complement this policy:

- UPOL007 UniHaven Student Recruitment and Admissions Policy Rev 2.
- UPOL014 UniHaven QQI Blended Learning Policy Rev 1.
- UPOL015 UniHaven Assessment and Awards Policy Rev 2.
- UPOL025 UniHaven Learning Analytics Policy Rev 1.
- UPRO008 UniHaven Academic Misconduct Procedure Rev 1.
- UPRO011 UniHaven Attendance Monitoring Procedure Rev 1.



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## UDOC003 UniHaven Agent Handbook

### Welcome Note

I wish to welcome you to UniHaven's expanding team! We are excited at the prospect of bringing education to as wide an international audience as possible. We truly believe that the pathways we have set up with super university partners will enable you to provide a compelling product to your markets and territories. We believe our pricing is fair and that it deliberately positions us as a quality education provider in a high-quality tier just under the premium segment of the market which is where we are happy being positioned.

We take very seriously our duties, obligations and expectation under Irish and international laws and will, therefore, hold all recruitment agents to the highest standards of ethics and responsible work in their collaborations with us. These aspects are non-negotiable.

We look forward to you/your company having a positive and fruitful relationship with UniHaven, one based on trust, hard work and appropriate levels of reward for us all.

Kind regards

Brian McDonald, CEO



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## About UniHaven

UniHaven is a proudly Irish company providing proactive pathways to tertiary education placements for overseas students. The focus is on upskilling individuals with means to study and a willingness to travel and experience university life. The company provides a haven for students where safety and security are always the priority. Starting with the result in mind, UniHaven provides students with specific pathways of study at select universities that allows them to achieve their education, life and career goals.

## Vision and Mission of UniHaven

The vision is to create an international network of destination universities, provider universities, recruitment partners and education suppliers who will work symbiotically with UniHaven to widen access to university education on a global scale. Through these pathway programmes, the mission is to provide as many future international student graduates as possible with the skills they need for successful careers.

## Contract

As a contracted education partner agent of UniHaven, the College requires you to sign an Agent Agreement. This clearly states the Terms and Conditions of working as a partner agency of the College supplemented by the expectations laid out in this handbook. It is important that you are familiar with the contents of this document and you will have a copy of the contract to keep for your reference.

The contract is valid for one year and is renewable and reviewable on an annual basis. When the expiry date is due, the Chief Revenue Officer will review your company's performance and renew your contract if satisfied with your efforts. Contracts are reviewed annually against set performance benchmarks that include:

- Student feedback ratings.
- The number of students enrolled per year - five minimum.
- Visa refusal rates.

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- Quality of applications.
  - Compliance with UniHaven brand and marketing guidelines.
  - Compliance with this agent handbook and the expectations set out in this document.

### Partner Agent Role & Job Description

The following responsibilities summarise the agent role with UniHaven:

- Working in partnership together to deliver the best service to the student.
- Demonstrate a clear understanding of the College programmes, facilities and services and ensure accurate up to date is used in all promotional material.
- To provide impartial advice to students regarding suitability for programmes and provide reliable guidance on entry requirements for study and the application process.
- To protect the interests of minors.
- Help applicants to complete application forms accurately and submitting them on the applicant's behalf.
- Encourage appropriate applications.
- Making enquiries on behalf of the applicant and communicating responses.
- Keeping up to date with current visa regulations and helping the student with all aspects of applying for the visa. A record of all visa documentation must be maintained.
- Assisting applicants in making travel arrangements.
- To offer supportive counselling services to all applicants during their application and maintaining contact after they have arrived.
- Informing applicants of all relevant pre-arrival and induction information including deadline dates.
- Act in the best interest of the student and the College, maintaining high standards of professional conduct at all times.
- Maintain the confidentiality and integrity of information about applicants and communications with applicants, complying with data protection laws.



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## Sources of Information

UniHaven will keep you updated with any changes; for example, programme starts, fees, staff, and any new information by sending out emails. There may be updates that need to be added to this manual at times. These will be sent to you electronically as and when necessary. The most up-to-date and easiest place to get information from is the company website [www.unihaven.ie](http://www.unihaven.ie). This should be one of your first points of contact when you have a query as most of the time you will be able to find the answer here.

## Communication with UniHaven

Your point of contact for all student queries will be [studywithus@unihaven.ie](mailto:studywithus@unihaven.ie). Agent commercial arrangement queries should be directed to [agentenquiries@unihaven.ie](mailto:agentenquiries@unihaven.ie).

You must:

- Maintain consistent communication with the team regarding the progress of each applicant.
- Inform the College of any changes to your company that may affect your working relationship with UniHaven.
- Complete progress forms and reports on your recruitment activities on an annual basis or when your contract is due to be reviewed.
- Have a good level of English, knowledge of the international market and education systems, as well as experience working within the education system and knowledge of visa application processes.
- Keep your own counsellors up to date on any changes in procedures and programmes available at the College.



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## Promotion

UniHaven promotes the College through several marketing channels and may depend on your local market knowledge to help us identify opportunities.

### Education fairs and Exhibitions

UniHaven will attend fairs and exhibitions in your country from time to time. You may be asked for your assistance during these events in the form of advertising, providing staff at the stands and nurturing the recruited applicants after the fair. The College will provide the materials that are required at any event. Under your contract, if you are requested to help in this manner, then you may be entitled to claim commission on any student that meets the conditions set out in this manual.

### Social Media

The college social media channels are also a good resource for prospective applicants to gain an insight into the College. The current social media channels of the College are:

- Facebook.
- LinkedIn.
- Twitter.
- Instagram.
- Online events.

UniHaven is happy to participate in virtual events when appropriate. If the College takes part in an online exhibition targeted at a specific region, it will encourage students to get in contact with their local representatives.

## Programmes

Up-to-date information on the degree programmes students will progress to is available online on the respective university's website, as well as in prospectuses and other promotional materials. All regulated qualifications are recognised internationally and follow the guidelines and conditions set out by Quality and Qualifications Ireland (QQI). Here are some examples of the College's progression opportunities, and if you would like to receive further details, please contact [studywithus@unihaven.ie](mailto:studywithus@unihaven.ie).

Programme and Pathway Stream	Progression Route	Study Areas
QQI Level 5 Specific Purpose Certificate in International Foundation Studies – Business and Humanities Pathway Stream	Entry to the first year of university degree programmes that lead to awards at levels 6, 7 and 8 on the Irish National Framework of Qualifications (NFQ).	<ul style="list-style-type: none"> <li>• Business</li> <li>• Management</li> <li>• Marketing</li> <li>• Law</li> <li>• Arts</li> <li>• Social Sciences</li> <li>• Humanities</li> <li>• Hospitality</li> </ul>
QQI Level 5 Specific Purpose Certificate in International Foundation Studies – Engineering and Science Pathway Stream	Entry to the first year of university degree programmes that lead to awards at levels 6, 7 and 8 on the Irish National Framework of Qualifications (NFQ).	<ul style="list-style-type: none"> <li>• Engineering</li> <li>• Science</li> <li>• Medical</li> <li>• Sports</li> <li>• Computer Science</li> <li>• Data Science</li> <li>• Cybersecurity</li> </ul>

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## Entry requirements

The entry criteria listed below are designed to ensure that all applicants interested in studying the programme will not only have a reasonable expectation of successfully completing the programme but also doing so in such a way as to meet the entry criteria for the undergraduate degree programme they wish to study at the partner HEI.

- Age
  - o Applicants must normally be 17 years old but will be 18 years old by the end of the programme.
- Academic
  - o Applicants must hold a certificate of secondary education at GCSE level or equivalent to include a minimum pass grade in maths and a minimum pass grade in four other subjects. For a detailed list of entry criteria on a country-by-country basis, email [studywithus@unihaven.ie](mailto:studywithus@unihaven.ie).
- English Language
  - o All applicants whose first language is not English and who have not been educated through the medium of English must be able to show English language ability as follows:
    - An English level of Council of Europe B1+ Proficiency Level<sup>1,2</sup> /IGCSE C/IELTS 5.0 or equivalent.
    - IELTS 5.0 overall with no less than 5.0 in the written component and 4.5 in the listening, speaking, and reading components.
  - o In certain circumstance, results in examinations other than those outlined above may be accepted as proof of competence in the English language as decided on by the Academic Director under the oversight of the Admissions Board.

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<sup>1</sup> <https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>

<sup>2</sup> QQI Awards Standards for Pre-Higher Education Foundation Awards for International Students (2015)



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- English language certification must have been awarded within two years of start date of the programme.

## Application Procedure

Once your student has chosen the programme that they wish to apply for, they need to complete an application form and provide the supportive documents required. Each application will be evaluated against the determined entry criteria by the admissions team. Once completed, the recruitment and admissions office will notify you of the outcome via email. The applicant must accept or decline the offer in writing within 14 days of receiving the offer. Students offered a place on a UniHaven programme will be given a conditional offer letter from the College and the destination university.

## Fees

The fees for all programmes will be published by the College and distributed to your offices as soon as they are available each year. Fees are also available on the website. The specific programme fee for a student's chosen programme will be stated on their offer letter. This will explain the fee structure.

## Commission

To claim commission payments, your agency should forward an invoice directly to [agentenquiries@unihaven.ie](mailto:agentenquiries@unihaven.ie) which contains the following:

- Name and Address of your agency.
- Contact Number of your agency.
- Names of students.
- Commission Claimed for each student.
- Account details that the commission should be paid to.

## Ethics Code

UniHaven place business ethics and corporate social responsibility at the forefront of all business dealings, including those with suppliers, both direct and indirect, recognising that they are key stakeholders in the success of the business. Not surprisingly, the requirements are very high; the College expects its suppliers to share the company's legal, ethical, and moral expectations and to be quality driven. This section sets out these requirements and how the College expects your compliance with the same. In return, the company strives to be a fair and honest partner, firmly believing that relationships built on trust and integrity will be sustainable and beneficial for all.

There are three areas where College would like your support and commitment with a minimum expectation being the compliance with all applicable local and international legislation and compliance with the London Statement<sup>3</sup> on which this code is based in all aspects at all times.

- People and Community
  - To support and respect the protection of human rights within their areas of influence.
  - To prohibit all forms of modern slavery, including Forced Labour - Bonded Labour - Compulsory Labour - Child Labour.
  - To support the principles of Equality, Fairness, Inclusion and Respect when dealing with the recruitment and selection of employees.
- Governance and Compliance
  - To comply with the concepts, principles, and recommendations in the Organisation for Economic Co-operation and Development Guidelines for Multinational Enterprises.
  - To comply with all relevant Irish legislation and also legalisation in countries where UniHaven operates as outlined in and implied from written agreements.

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<sup>3</sup> [https://www.britishcouncil.org/sites/default/files/london\\_statement.pdf](https://www.britishcouncil.org/sites/default/files/london_statement.pdf)



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The College looks to seek assurance that agents are working to expected levels in several different ways depending upon:

- The legislative requirements associated with the service you are providing.
- The source country of the services and the risk that poses.
- The level of spend.

Please note that UniHaven may terminate an agreement with an agent who violates this Code/the London Statement or refuses, if asked, to take part in a remediation plan. The College will also cease to deal with agents who do not demonstrate that they meet the ethical and corporate social responsibility standards or compliance with relevant laws. Likewise, the College looks to reward and recognise excellent performance and innovation with its agents.

The College will communicate the Code to all agents regularly. As the risk profile increases, the College will step up assurance processes proportionally to include one, some or all the following methods:

- Direct communication and agent sign off.
- Specific contract clauses.
- Completion of a Supplier Code of Conduct questionnaire.
- Third-party to Code of Conduct questionnaire assessment where required.
- Physical audit of promotional material, processes, and procedures.

Please note site visits, if required, will be specifically agreed upon with both parties before commencement to demonstrate compliance and to provide transparency.

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## Behaviour and Performance

Agent behaviour and performance will be monitored by the Chief Revenue Officer supported by the Recruitment and Admissions Officer, especially by

- Analysing the quality of student applications in terms of their quality, accuracy, timeliness, and completion.
- Considering feedback from applicants in cases where they have a different understanding of the programme and its requirements to those communicated to Agents publicly and directly via College correspondence thereby highlighting potential misleading Agent communication.
- Spot-checking Agent publications and communications for accuracy with College Agent agreements and requirements.

Any concerns or issues identified will be dealt with as a matter of urgency by the Chief Revenue Officer with action taken ranging from correction up to and including contract termination as allowed for under the terms of UDOC009 UniHaven Agent Agreement Rev 1.

### Review of Agent/Exit Option

- Agent performance will be reviewed annually evaluated against that which was agreed upon in their Agent Agreement.
- This review will determine whether to renew the contract with or without conditions or whether to consider termination of the agreement.

## Self-Evaluation, Monitoring and Review Policy

<i>Quality Assurance Manual (QAM) Chapter 12</i>	
<i>Document Name</i>	Self-Evaluation, Monitoring and Review Policy
<i>Procedure Document Number</i>	UPOL030
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	All staff
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	UDOC000 UniHaven Quality Assurance Manual Rev 2 Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016) Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016) QQI Policy for Cyclical Review of Higher Education Institutions (2016) QQI Policies and Criteria for Validation of Programmes of Education and Training (2017) UPOL005 UniHaven Programme Review and Development Policy Rev 2 UPOL017 UniHaven Student Support Policy Rev 2 UPOL025 UniHaven Learning Analytics Policy Rev 1 UPOL026 UniHaven Communications Policy Rev 1 UPOL027 UniHaven Agent Policy Rev 1 UPOL029 UniHaven Collaborations and External Appointments Policy Rev 1

## 1. Policy Overview

This policy is designed to outline how self-evaluation, monitoring, and review of the UniHaven International Foundation Pathway Programme (“the programme”) is undertaken and is a key element of the College’s overall quality assurance (QA) system.

## 2. Policy Statement

The purpose of internal review, self-evaluation and monitoring is to provide the adequate internal mechanisms necessary for ensuring the quality of provision and the maintenance of the highest academic standards at the College. This self-evaluation, monitoring and review policy forms an important part of the College quality assurance system that will inform the ongoing cycle of continuous improvement. Internal reviews, self-evaluation and monitoring policy and procedures are formal processes that are carried out at regular intervals and are used as inputs into future external reviews.

The College has primary responsibility for the quality of the provision of the programme, the implementation and evaluation of QA procedures and their ongoing enhancement. This is supported via routine monitoring by QQI. Routine monitoring is designed to assist the College in demonstrating the effective implementation of its QA procedures, supporting public confidence. Monitoring in this context in line with QQI requirements<sup>1</sup> includes:

- Provider-owned internal review, self-evaluation, and monitoring.
- Internal self-monitoring.
- Self-evaluation, improvement, and enhancement.
- Provider-owned quality assurance engages with external quality assurance. Annual evaluation of the College’s governance and quality assurance infrastructure is completed through the production of an Annual Quality Report (AQR)<sup>2</sup>.

This is in line with the QQI quality framework below<sup>3</sup>.

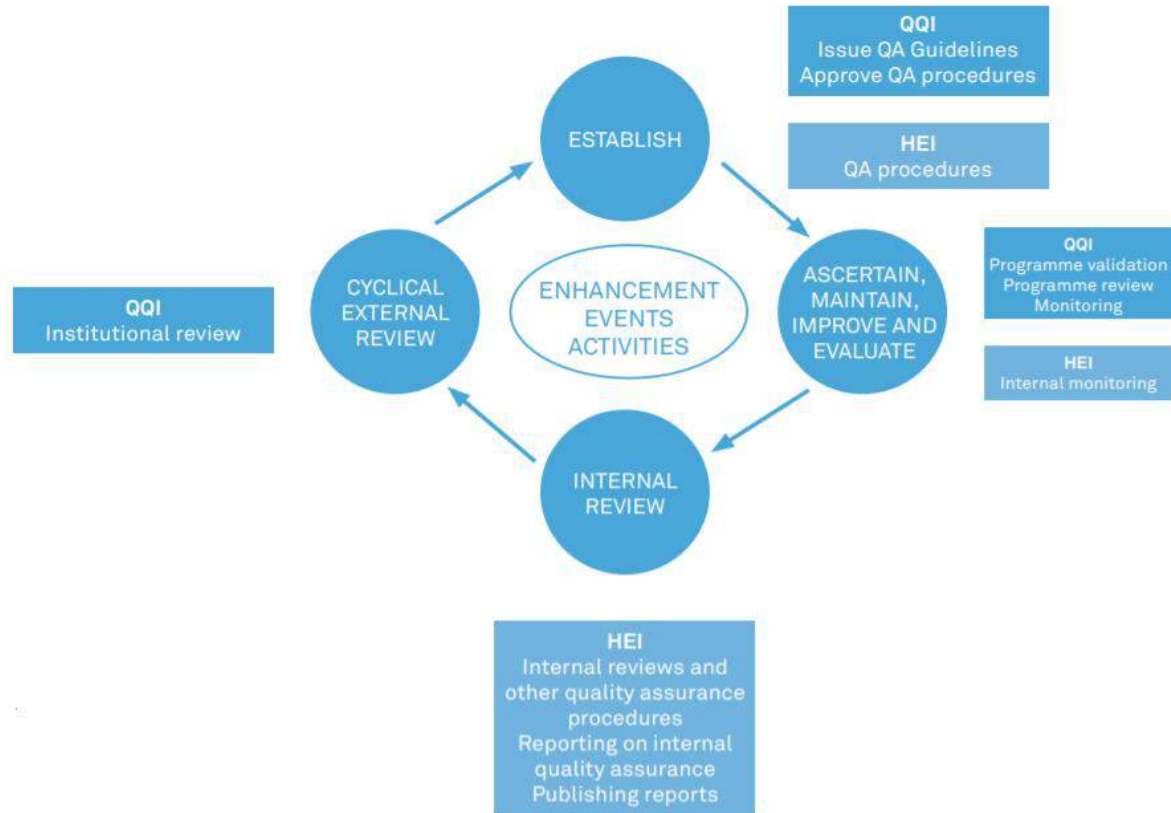
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<sup>1</sup> Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016), section 11

<sup>2</sup> <https://www.qqi.ie/Articles/Pages/Annual-Institutional-Quality-Report.aspx>

<sup>3</sup> Policy for Cyclical Review of Higher Education Institutions (2016)

Figure 2: Quality framework for voluntary providers



(Source: *Policy for Cyclical Review of Higher Education Institutions*, QQI, 2016, p.4)

### 3. Roles and Responsibilities

It will be the responsibility of the Programme Manager to ensure that the programme is being sufficiently monitored, evaluated, and reviewed in ways that inform ongoing programme development and at frequencies that assure the College itself, QQI, stakeholders and students that a continuous improvement ethos is at the centre of the College's approach to QA. The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed timetables, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

It is the responsibility of the Recruitment and Admissions Officer in conjunction with the Chief Revenue Officer to perform annual reviews of agent arrangements including auditing their use of College information and how they offer our products generally to applicants and their families. See also UPOL027 UniHaven Agent Policy Rev 1.

#### 4. Policy

The College has established quality assurance procedures, systems, and processes for obtaining feedback from internal and external sources to further improve and maintain the quality of education that we provide. This policy outlines four types of monitoring and reviews mechanisms, namely:

- Programme Monitoring and Review.
- Student Reviews.
- Auditing Processes.
- External Collaborator Monitoring and Review.

##### Programme Monitoring and Review

Programme monitoring and review were undertaken as per QQI requirements<sup>4</sup> and as described in UPOL005 UniHaven Programme Review and Development Policy Rev 2 and is taken as an opportunity to:

- Ensure that the programme remains appropriate, and 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 the programme content to include delivery modes, teaching and learning methods, blended learning approaches, learning supports and resources, and information provided to learners.
- Update stakeholders relevant to the programme.

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<sup>4</sup> Policy for Cyclical Review of Higher Education Institutions (2016)



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- Review quality assurance arrangements that are specific to the programme.

Regular programme monitoring provides information for periodic programme review. The information collected is analysed and the programme is adapted to ensure it is up to date. Revised programme specifications are published as per UPOL026 UniHaven Communications Policy Rev 1.

Data and feedback are collected through the following mechanisms:

- External examiner reports at Exam Board...see Quality Assurance Manual Rev 2, chapter 2 for full terms of reference.
- Academic staff feedback via normal staff management and through staff representation at the various College boards and committees...see Quality Assurance Manual Rev 2, chapter 2.
- Student teaching surveys...see UPOL017 UniHaven Student Support Policy Rev 2.
- Student Representative meetings...see UPOL017 UniHaven Student Support Policy Rev 2.
- Alumni surveys...see UPOL017 UniHaven Student Support Policy Rev 2.
- Admissions data... UPOL025 UniHaven Learning Analytics Policy Rev 1.
- Assessment trends and analysis...see UPOL025 UniHaven Learning Analytics Policy Rev 1.
- Student progression to HEI partner programmes... see UPOL025 UniHaven Learning Analytics Policy Rev 1.

Delivery and effectiveness of programmes are monitored in the first instance through Programme Board, which take place 2 times per semester and are chaired by the Programme Manager as outlined in UPOL005 UniHaven Programme Development Policy Rev 2. Academic Council (AC) takes recommendations from Programme Board meetings as part of its overall oversight of programme delivery to ensure consistency of approach in teaching, learning and assessment. Formal reports are collated and submitted annually to AC as follows:

- Programme (including modules, blended learning, facilities, premises etc.) review and

validation.

- Admissions.
- Exams and assessments.
- Teaching and learning.
- Retention, progression, and completion data.
- Academic appointments.

This data feeds into formal Programme Review through QQI and ultimately feeds into the AQR. The College is committed to annual reporting of quality assurance activities to QQI as an independent provider.

#### Permitted Changes and Updates to QQI Accredited Programmes

As per QQI requirements, there are limits as to what may be changed before a modified programme must be submitted to QQI for validation as a new programme<sup>5</sup>. An extensive (i.e., very substantial) change to a programme is one that effectively results in a new programme that must be validated as such. Examples of extensive change would be:

- Undermining anything essential to support the original validation decision.
- Elimination of any core intended programme learning outcomes.
- A change in the pre-requisite learning requirements for a given programme.

Changes that cannot be made to QQI validated programmes within validation include, but are not limited, to:

- Entry requirements.
- Programme learning outcomes.
- Programme title.
- NFQ level.
- The Award.
- FET credits.

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<sup>5</sup> QQI Policies and Criteria for Validation of Programmes of Education and Training (2017), section 8

## QA Review

AC meets at least four times a year to review policies, programmes, and updates to QA policies and procedures as outlined in UniHaven Quality Assurance Manual Rev 2, chapter 2. Significant changes to QA policies and procedures are referred to QQI. The College will publish QA evaluation reports on its website as per UPOL026 UniHaven Communications Policy Rev 1, to include:

- QQI Re-Engagement Report.
- Programme Review Reports.
- On-going Internal Reviews.
- Annual Quality Reports.

The College is committed to annual reporting of quality assurance activities to QQI as an independent provider.

## Student Review

An annual review of student services and associated activities will be completed by the Student Support Officer in conjunction with the Programme Manager to include

- Programme progression data regarding the degree to which students are progressing to their chosen HEI degree programme (the Programme Manager will deal with in-programme progression) ...see UPOL025 UniHaven Learning Analytics Policy Rev 1.
- Student registration status, attendance, deferrals, and withdrawals data to identify any issues that lead to student absence from the programme for significant intervals or permanently...see UPOL025 UniHaven Learning Analytics Policy Rev 1.
- Activity engagement data...using student surveys to uncover their satisfaction with student support activities...see UPOL017 UniHaven Student Support Policy Rev 2.
- Students' satisfaction data...from student satisfaction surveys to uncover how well they believe they have been cared for while studying in the College with an emphasis on the non-academic supports provided...see UPOL017 UniHaven Student Support Policy Rev 2.

Student Review Reports are drafted and sent to AC for review and action as part of the annual programme review process.

### QA Auditing Processes

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed timetables, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

### External Collaborator Monitoring and Review

Annual monitoring and review of all collaborative arrangements will be undertaken as part of the annual review cycle that leads to the production of the Annual Quality Report for QQI. This will include HEI partner reviews as outlined in the Quality Assurance Manual Rev 2, chapter 12, section 12.3.5.

## 5. Procedures and Forms

The following policies contain procedures and forms that relate to the implementation of this policy:

- UPOL005 UniHaven Programme Review and Development Policy Rev 2.
- UPOL017 UniHaven Student Support Policy Rev 2.
- UPOL025 UniHaven Learning Analytics Policy Rev 1.
- UPOL026 UniHaven Communications Policy Rev 1.
- UPOL027 UniHaven Agent Policy Rev 1.
- UPOL029 UniHaven Collaborations and External Appointments Policy Rev 1.

## Data Security Breach and Reporting Procedure

<i>Quality Assurance Manual (QAM) Chapter 9</i>	
<i>Document Name</i>	Data Security Breach and Reporting Procedure
<i>Procedure Document Number</i>	UPRO013
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	Data Protection Officer, CEO
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	3.2.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	<p>UDOC000 UniHaven Quality Assurance Manual Rev 2</p> <p>Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)</p> <p>Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016)</p> <p>The Data Protection Acts 1988 and 2003 (as amended)</p> <p>Data Protection Legislation including Article 5 guidelines on (GDPR)</p> <p>General Privacy Data Regulations</p> <p>UPOL020 UniHaven Data Protection Policy Rev 1</p> <p>UPOL023 UniHaven Data Retention Policy Rev 1</p> <p>UPOL024 UniHaven Data Security Policy Rev 1</p> <p>UPOL025 UniHaven Learning Analytics Policy Rev 1</p> <p>A Guide for Data Controllers – Data Protection Commissioner</p> <p>Data Protection Regulation 2018</p> <p><a href="https://www.dataprotection.ie/docs/GDPR/1623.htm">https://www.dataprotection.ie/docs/GDPR/1623.htm</a></p> <p>European Communities (Electronic Communications Networks and Services) (Privacy and Electronic Communications) Regulations 2011 (S.I. No. 336 of 2011)</p> <p>Data Protection Commissioner (www.dataprotection.ie)</p> <p>A Guide for Data Controllers (Office of the Data Protection Commissioner)</p> <p><a href="http://www.dataprotection.ie/docs/a_guide_for_data_controllers/696.htm">http://www.dataprotection.ie/docs/a_guide_for_data_controllers/696.htm</a></p> <p>Personal Data Security Breach Code of Practice (29 July 2011)</p> <p><a href="http://www.dataprotection.ie/docs/Data_Security_Breach_Code_of_Practice/1082.htm">http://www.dataprotection.ie/docs/Data_Security_Breach_Code_of_Practice/1082.htm</a></p>

## 1. Purpose

This procedure outlines how the College handles data breaches as classified under GDPR. A personal data breach means a breach of security leading to the accidental or unlawful destruction, loss, alteration, or unauthorised disclosure of, or access to, personal data. The term 'personal data' means any information concerning or relating to an identified or identifiable individual. Personal data breaches include incidents that are the result of both accidents (such as sending an email to the wrong recipient) and deliberate acts (such as phishing attacks to gain access to customer data). See UPOL020 UniHaven Data Protection Policy Rev 1 and UPOL025 UniHaven Learning Analytics Policy Rev 1 for more information on the type of data that the College collects, why it collects it, whose personal data it is and how it is stored.

The Data Protection Commissioner (DPC) guides data protection breaches on its website, under the section "Personal Data Security Breach Code of Practice". Reference can be found under Article 33 and Article 34. A breach (or potential breach – i.e., when the personal data is "at-risk" of unauthorised disclosure) of personal data should be reported to the DPC as soon as the College becomes aware of the incident and within 72 hours. This timeframe includes weekends and bank holidays. The College must inform affected individuals without undue delay if the data breach is likely to result in a high risk to their privacy. As such, any data breach must be dealt with immediately and appropriately.

A personal data breach occurs in incidents where personal data is lost, destroyed, corrupted, or illegitimately disclosed. This includes, for example, situations where someone accesses personal data or passes them on without proper authorisation, or where personal data are rendered unavailable through encryption by ransomware, or accidental loss or destruction. In short, a personal data breach is a security incident that negatively impacts the confidentiality, integrity, or availability of personal data, with the consequence that the College is unable to ensure compliance with the principles relating to the processing of personal data as outlined in Article 5 GDPR. It is important to note that whilst all personal data breaches are security incidents, not all security incidents are necessarily personal data breaches.

## 2. Target Audience and Staff Involved in Implementation

The Data Protection Officer (DPO) has responsibility for implementing this procedure in conjunction with the CEO and Academic Director for the benefit of those from whom personal data has been collected including students, staff, and stakeholders. The Data Protection Officer (DPO) must be made aware of breaches or potential breaches and will communicate with the DPC as necessary. The DPO is contactable at [dpo@unihaven.ie](mailto:dpo@unihaven.ie).

## 3. Documentation

The following guidelines and policies are relevant to the implementation of this policy:

- UPOL020 UniHaven Data Protection Policy Rev 1
- UPOL023 UniHaven Data Retention Policy Rev 1
- UPOL024 UniHaven Data Security Policy Rev 1
- UPOL025 UniHaven Learning Analytics Policy Rev 1
- [https://www.dataprotection.ie/sites/default/files/uploads/2019-10/Data%20Breach%20Notification\\_Practical%20Guidance\\_Oct19.pdf](https://www.dataprotection.ie/sites/default/files/uploads/2019-10/Data%20Breach%20Notification_Practical%20Guidance_Oct19.pdf)

UFORM022 UniHaven Personal Data Breach Report Form Rev 1 is used in conjunction with this procedure.

## 4. Procedure

When reporting to the DPC, the following elements should be taken into consideration:

- The amount and nature of the personal data that has been compromised.
- The action being taken to secure and/or recover the personal data that has been compromised.
- The action being taken to inform those affected by the incident, or the reasons for the decision not to do so.
- The action being taken to limit damage or distress to those affected by the incident.
- A chronology of the events leading up to the loss of control of the personal data.
- The measures being taken to prevent a repetition of the incident.

An incident gives rise to a risk of unauthorised disclosure, loss, destruction, or personal data alteration. In manual or electronic form, the data controller must consider informing those affected. Such information permits data subjects to consider the consequences for each of them individually and to take appropriate measures. In appropriate cases, data controllers should also notify organisations that may be in a position to assist in protecting data subjects, including, where relevant, An Garda Síochána, financial institutions etc. It is imperative that all College staff and students immediately report any potential or suspected data breach to [dpo@unihaven.ie](mailto:dpo@unihaven.ie). If unsure whether an incident is a data breach or not please refer to the guidance set out within this document and consult with the DPO.

This procedure applies to all processors of College-controlled personal data, including:

- Any individual who is employed by the College or is engaged by the College or who has access to college-controlled or processed personal data in the course of their employment.
- Any student who has access to College-controlled or processed personal data during their studies for administrative, research and/or any other purpose.
- Individuals who are not directly employed by the College, but who are employed by contractors (or subcontractors) and who have access to college-controlled or processed personal data in the course of their duties for the college.

This procedure applies to:

- All personal data processed by the College in any format (including electronic and paper records), whether used in the workplace, stored on portable devices and media, transported from the workplace physically or electronically, or accessed remotely.
- Personal data held on all College IT Systems/Servers is managed centrally by our IT provider, and locally by staff.
- Any other IT systems, including email and cloud-based platforms on which College-controlled or processed personal data is processed.





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Whether an incident giving rise to the suspected data breach involves personal data must be determined on a case-by-case basis. If an incident does not involve personal data, it is not a data breach per the GDPR definition. Furthermore, not all data incidents involving personal data will be data breaches. For example:

- The personal data is securely encrypted or anonymised to make the personal data unintelligible.
- There is a full, up-to-date backup of the personal data (in cases of accidental destruction).

If there is any doubt as to whether a data breach has occurred, the DPO should be consulted immediately.

### Reporting Procedure

If a staff member becomes aware of an actual, potential, or suspected data breach, they must report the incident to their Line Manager immediately. The line manager must then immediately report the incident to the DPO. After reporting the incident, the relevant Line Manager must complete UFORM022 UniHaven Personal Data Breach Report Form Rev 1 (see Appendix) and forward it to the DPO as soon as possible.

The DPO is responsible for keeping a written record of all potential or suspected data breaches that are notified to him/her (including those that are not notified to the Data Protection Commission or the affected individuals). For this purpose, the Personal Data Breach Report Form must be completed satisfactorily. This will enable all the relevant details of the incident to be recorded consistently and communicated on a need-to-know basis to the relevant staff so that prompt and appropriate action can be taken to resolve the incident.

Upon receiving notification of a data breach, the DPO shall, in conjunction with appropriate members of staff, take the following steps when responding to the incident:



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Step 1: Identification and initial assessment of the incident

Step 2: Containment & recovery

Step 3: Risk assessment

Step 4: Notification

Step 5: Evaluation & response

Step 1: Identification & initial assessment of the incident

If any staff member considers that a data breach has, or might have, occurred, they must report the incident immediately to their Line Manager who in turn will complete the UFORM022 UniHaven Personal Data Breach Report Form Rev 1. The Personal Data Breach Report Form will assist the DPO in conducting an initial assessment of the incident.

This assessment will consider:

- Whether a data breach has taken place.
- The nature of the personal data involved in the breach (i.e., whether sensitive or confidential personal data is involved).
- The cause of the breach.
- The extent of the breach (i.e., the number of individuals affected).
- The potential harms to which affected individuals may be exposed.
- Any steps that may be taken to contain the breach.

Following this initial assessment of the incident, the DPO may, according to the severity of the incident, consult with the CEO and decide if it is necessary to appoint a group of relevant managers/officers to assist with the investigation and containment process.

Step 2: Containment & recovery

In the event of a data breach, immediate and appropriate steps must be taken to limit the extent of the breach. The data breach owner, with support from the DPO, must quickly

take appropriate steps to ascertain full details of the breach, determine whether the breach is still occurring, recover any losses and limit the damage. Steps might include:

- Establish who within the College needs to be made aware of the breach (e.g., IT supplier, particular units) and inform them of their expected role in containing the breach (e.g., isolating a compromised section of the network).
- Establish whether there is anything that can be done to recover any losses and limit the damage caused by the breach.
- Where appropriate, inform the Gardai (e.g., in cases involving criminal activity).
- If an inappropriate enquiry is received staff should attempt to obtain the enquirer's name/contact details and confirm that they will ring the enquirer back. The CEO should be informed to deal with any media enquiries that may result.
- The use of backups to restore lost, damaged, or stolen information.
- If bank details have been lost/stolen, consider contacting banks directly for advice on preventing fraudulent use.
- If the data breach includes any entry codes or passwords then these codes must be changed immediately, and the relevant organisations and members of staff informed.

### Step 3: Risk assessment

The DPO, in conjunction with relevant staff, will use the information provided in the Personal Data Breach Report Form to fulfil the requirement to assess the potential adverse consequences for individuals, including how likely such adverse consequences are to materialise and how serious or substantial they are likely to be. This assessment should consider the likelihood of risks taking place and the severity of such risks is to be categorised as no risk/risk / high risk under the detailed criteria below:

- Type of breach: A data breach may include any unauthorised or accidental disclosure, loss, destruction, damage, or any other form of unauthorised, accidental, or unlawful access to, collection, use, recording, storing, or distribution of personal data. What type of data breach has or may have occurred? Does the breach consist of a breach of confidentiality relating to personal data? Is there a temporary or permanent lack of availability or access to personal data and if temporary, how long will it be before it is restored?

- Nature of personal data: Is the relevant personal data sensitive in nature? The more sensitive the personal data the higher the risk of a data breach. The utility of the relevant information may also indicate a higher risk to the affected individuals.
- Scale and volume of personal data affected: The higher the volume of the personal data records and the number of individuals potentially affected will usually create a higher risk.
- Ease of identification: The ease of identifying the relevant individuals based on the personal data will likely increase the risk of identity theft, fraud, and reputational damage.
- Security measures: Are the risks arising from the breach limited because of inherent security measures, such as encryption, where the confidentiality of the key is still intact, and the data is unintelligible to a third party?
- Containment measures: Have any containment measures been implemented which mean that the data breach is unlikely to present a risk to the individuals affected?
- Other factors: Other relevant factors in assessing the risk to individuals is whether those individuals affected by the data breach have any special characteristics (for example children or vulnerable adults).
- The severity of risk: Based on the above criteria and any other relevant factors, the DPO should assess the severity of the risk in terms of the potential consequences to the individuals affected by the data breach.
- Likelihood of the risk(s) materialising: Once the data breach has occurred, the DPO must objectively assess the likelihood of the potential risks materialising and this should form part of the risk assessment. An assessment of the risks for the college, including strategic and operational, legal, financial, and reputational risks may also be prepared. The DPO should immediately consult with the CEO for breaches that have been identified as medium or high risk and those that are more likely to have a high impact on the College's strategic, operational, legal, financial, or reputational aspects.

#### Step 4: Notification

Under Article 33 GDPR, the college must report a data breach, if deemed reportable, to the Data Protection Commission within 72 hours of becoming aware of the breach. This timeframe includes weekends and bank holidays. If the relevant details surrounding the

data breach are not clear within the initial 72-hour notification period, an initial notification should be made to the Data Protection Commission. Subsequent notifications can be made to the Data Protection Commission in phases. Consideration as to whether communication to affected individuals is required should be addressed when notifying the Data Protection Commission. All contact with the Data Protection Commission should be made through the DPO. If a decision is made to not report a breach, a summary record of the incident with an explanation of the basis for not informing the Data Protection Commission will be retained by the DPO.

Under Article 34 GDPR UniHaven must inform affected individuals without undue delay if the data breach is likely to result in a high risk to their privacy. Where the DPO assesses that there is a high risk to the rights and freedoms of individuals because of the data breach, then the existence of the data breach should be communicated to the affected individuals without undue delay. Any such communication should inform the affected individuals of relevant measures that they can take to reduce the risks to them and any negative consequences arising from the data breach. The DPO should determine the most appropriate and effective means of communicating the data breach to the affected individuals, if necessary, engaging the CEO to establish how best to deal with the communications issues that have emerged. Notification should have a clear purpose, e.g., to enable individuals who may have been affected to take steps to protect themselves (e.g., by cancelling a credit card or changing a password), to allow regulatory bodies to perform their functions, provide advice and deal with complaints, etc. In each case, the notification should include as a minimum:

- A description of the nature of the breach.
- A description of the likely consequences of the breach.
- How and when the breach occurred.
- What data was involved?
- A description of the measures taken or proposed to be taken by the College to address the breach.
- The name and contact details of the DPO and other contact points.

The DPO in conjunction with the CEO should consider, and seek advice as appropriate, as to whether there are any other relevant notification requirements required (such as to the Gardaí insurers, external legal advisers etc.).

### Step 5: Evaluation & response

Certain data breaches will require further detailed investigation after the initial investigation period, which may involve external IT, legal and other support, as appropriate to ascertain the full extent of the data breach, its causes, and likely consequences and to effectively contain the breach. The effect of the data breach must be monitored, and the risks re-evaluated throughout this period. It may be necessary to agree to a phased notification program with the Data Protection Commission in these instances.

### Step 6. Learning lessons

In the aftermath of a data breach, a post-incident review of the incident should take place to ensure that the steps taken during the incident were appropriate and effective, and to identify any areas that may be improved in future, such as updating policies and procedures or addressing systematic issues if they arise, to reduce the recurrence of similar data breaches and to ensure that appropriate technical and organisational security measures are put in place. A Breach Follow-Up Action Plan for data breaches and near misses should be completed and will form part of the investigation process. The action plan should clearly outline the lessons learnt, the controls agreed to reduce the risk of a further reoccurrence, a lead member of staff and a completion date. The case will not be considered closed until all actions agreed upon have been completed.

## 5. Quality Control

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed schedules, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.



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## APPENDIX

### UFORM022 Personal Data Breach Report Form Rev 1

*Please act promptly to report any data security breaches. If you discover a data security breach, please notify your line manager immediately. Line managers need to complete Section 1 of this form and email it to the DPO at [dpo@unihaven.ie](mailto:dpo@unihaven.ie).*

Section 1: Notification of Data Security Breach	To be completed by the Line Manager of the person reporting the incident
<i>Date incident was discovered:</i>	
<i>Date(s) of incident:</i>	
<i>Place of incident:</i>	
<i>Name of person reporting the incident:</i>	
<i>Contact details of the person reporting the incident (email address, telephone number, etc.):</i>	
<i>Brief description of the incident or details of the information lost:</i>	
<i>The number of Data Subjects affected if known:</i>	
<i>Has any personal data been placed at risk? If, so please provide details</i>	
<i>Brief description of any action taken at the time of discovery:</i>	
<b>For college use</b>	
<i>Received by:</i>	
<i>On (date):</i>	
<i>Forwarded for action to:</i>	
<i>On (date):</i>	

Section 2: Assessment of Severity	To be completed by DPO in consultation with the Line Manager affected by the breach.
Details of the IT systems, equipment, devices, and records involved in the security breach:	
Details of information loss:	
What is the nature of the information lost?	
How much data has been lost? If laptop lost/stolen: how recently was the laptop backed up onto central IT systems?	
Is the information unique? Will its loss have adverse operational, research, financial legal, liability or reputational consequences for the college or third parties?	
How many data subjects are affected?	
Is the data bound by any contractual security arrangements e.g., to student sponsors?	
What is the nature of the sensitivity of the data? Please provide details of any types of information that fall into any of the following categories:	
<p><b>HIGH-RISK personal data</b></p> <ul style="list-style-type: none"> <li>○ Sensitive personal data (as defined in the Data Protection Acts) relating to a living, identifiable individual's <ul style="list-style-type: none"> <li>a) racial or ethnic origin.</li> <li>b) political opinions or religious or philosophical beliefs.</li> <li>c) membership of a trade union.</li> <li>d) physical or mental health or condition or sexual life.</li> <li>e) commission or alleged commission of any offence.</li> <li>f) proceedings for an offence committed or alleged to have been committed by the data subject, the disposal of such proceedings or the sentence of any court in such proceedings.</li> </ul> </li> </ul>	
○ Information that could be used to commit identity fraud such as personal bank account and other financial information and national identifiers, such as Personal Public Service Numbers (PPSNs) and copies of passports and visas.	
○ Personal information relating to vulnerable adults and children.	





<ul style="list-style-type: none"><li>o Detailed profiles of individuals including information about work performance, salaries or personal life that would cause significant damage or distress to that person if disclosed.</li></ul>	
<ul style="list-style-type: none"><li>o Spreadsheets of marks or grades obtained by students, information about individual cases of student discipline or sensitive negotiations which could adversely affect individuals.</li></ul>	
<ul style="list-style-type: none"><li>o Security information that would compromise the safety of individuals if disclosed.</li></ul>	
Category of the incident (Lo Risk, Risk, Hi Risk):	
Reported to CEO:	
If Risk or Hi Risk, date escalated by DPO to the CEO/Executive Management Team	
Signature: _____	Date: _____

## Collaborations and External Appointments Policy

<i>Quality Assurance Manual (QAM) Chapter 11</i>	
<i>Document Name</i>	Collaborations and External Appointments Policy
<i>Procedure Document Number</i>	UPOL029
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	CEO, Chief Revenue Officer
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	<p>UDOC000 UniHaven Quality Assurance Manual Rev 2</p> <p>Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)</p> <p>Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016)</p> <p>National Framework of Qualifications  <a href="https://www.qqi.ie/Articles/Pages/National-Framework-of-Qualifications-(NFQ).aspx">https://www.qqi.ie/Articles/Pages/National-Framework-of-Qualifications-(NFQ).aspx</a></p> <p>Irish Higher Education Quality Network (IHEQN) Draft Guidelines for Collaborative and Transnational Provision</p> <p>Qualifications and Quality Assurance (Education and Training) Act 2012</p> <p>UDOC003 UniHaven Agent Handbook Rev 1</p> <p>UDOC006 UniHaven Supplier Code of Conduct Rev 1</p> <p>UPOL003 UniHaven Risk Management Policy Rev 1</p> <p>UPOL005 Programme Development Policy Rev 2</p> <p>UPOL027 UniHaven QQI Agent Policy Rev 1</p> <p>UPOL030 UniHaven Self-Evaluation, Monitoring and Review Policy Rev 1</p>

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## 1. Policy Overview

This policy outlines the policy on the identification and management of potential collaborators and the appointment of external members at UniHaven College.

## 2. Policy Statement

Consistent with national policy in Ireland, the College's Level 5 Specific Purpose Certificate in International Foundation Studies award for its UniHaven Level 5 Specific Purpose Certificate in International Foundation Studies Programme ("the programme") that is made on the National Framework of Qualifications (NFQ) is intended to promote mutual recognition and confidence in the learning outcomes attained by its students. Collaboration arrangements are organised with reputable individuals and/or bodies and are subject to the College's quality assurance procedures in line with the following QQI requirements:

- *"The quality assurance procedures include explicit criteria and procedures for the recruitment and engagement of external, independent, national and international experts (where appropriate), including the selection and recruitment of expert panel members. Ethical guidelines relating to the selection and participation of such external experts are provided to the experts. These require a declaration by the external expert of any interests that could conflict, or might appear to conflict, with the role or responsibilities proposed by the provider. Independence and expertise are reviewed each time a person is engaged because both are subject to change. The names and affiliations of expert panellists, examiners and authenticators and other external experts associated with the provider are collated and monitored by the provider"*<sup>1</sup>.
- Legal, reputation and compliance requirements<sup>2</sup>
  - Is the provider a legal entity, with education and training as a principal function?
  - Is the legal entity a identified legal person, having rights and responsibilities under the law?

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<sup>1</sup> Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016), section 10.3

<sup>2</sup> Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016), section 9

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- Has the provider specified its dependencies, collaborations, obligations, parent organisations, and subsidiaries?
  - Has the provider declared any third-party relationships and partnerships?
  - Does the provider comply with applicable regulations and legislation in all jurisdictions in which it operates?
  - Is the provider in good standing in the qualifications systems and education and training systems in any jurisdictions in which it operates (or in which its parents or subsidiaries operate) or enrolls learners, or in which it has arrangements with awarding bodies, quality assurance agencies, qualifications authorities, ministries of education and training, professional bodies, and regulators?
  - Resource, governance, and structural requirements<sup>3</sup>
    - Is the provider stable and in good financial standing?
    - Does the provider have a reasonable business case for sustainable provision?
    - Does the provider have fit-for-purpose governance, management and decision-making structures?
    - Does the provider have arrangements for providing required information to the voluntary provider?
    - Does the provider have the capacity to deliver education and training as demonstrated through experience and a track record in providing education and training programmes?
    - Does the provider have sufficient resources, as well as corporate, structural and internal quality assurance systems in place, to sustainably provide education and training programmes?
  - Programme development and provision requirements<sup>4</sup>
    - Does the provider have a fit-for-purpose and stable complement of education and training staff?
    - Does the provider have fit-for-purpose premises, facilities, and resources?

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<sup>3</sup> Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016), section 9

<sup>4</sup> Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016), section 9

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- Does the provider have structures and resources to underpin the fair and consistent assessment of learner achievement?
  - Does the provider have arrangements for the protection of enrolled learners?

The College does not currently engage any other provider as a collaborative provider for the running of the programme in Ireland nor does it intend to run the QQI programme online or overseas. Should it do so, the above requirements will be met. External collaborations are, therefore, limited to the Higher Education Institution (HEI) partners who accept students who successfully complete their studies with the College, external council/board/committee members, and overseas recruitment agents who help to recruit international students for study in Ireland. All such collaborations are subject to the quality assurance guidelines outlined in this policy and are referred to as external collaborations/collaborators as opposed to collaborative provisions.

### 3. Roles and Responsibilities

The CEO has ultimate responsibility for all external collaborations with delegated authority afforded to the Chief Revenue Officer for recruitment agents and commercial partners and the Academic Director (AD) for academic collaborators.

### 4. Policy

The College is acutely aware of its responsibility for promoting, developing, and maintaining the academic reputation and high standing of Irish higher education and awards. In fulfilling this responsibility, it will apply, as a minimum, the same quality assurance standards to its work with its education collaborators as it does to the quality assurance of its internal academic provisions. The College's general guidelines for working with external collaborators include the following:

- The establishment and approval of external collaborators are subject to appropriate academic, legal, and financial due diligence, and risk assessment as appropriate in the context of the nature of the collaboration.

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- External collaborator relationships should be established and conducted in a spirit of collective ownership, mutual respect, trust, openness, and transparency.
  - Overseas collaborations should accommodate cultural and local differences having due regard for ethical considerations, including respecting the rights of students, staff, and partners.
  - Collaborative relationships should incorporate flexibility and allow for continuous dialogue and interaction among the partners, to facilitate evolution and development in response to challenges posed by a dynamic national and international higher education environment.
  - A formal written agreement is required.
  - The College expects that all external collaborators will affirm their individual and collective responsibility to uphold College academic standards and quality assurance.

#### HEI Partners

Students who successfully complete the programme and who meet HEI entry and visa requirements will progress to HEI partner institutions. The College will perform its due diligence on its academic, legal, and financial standing to ensure that it is satisfied that the HEI partner does not present an undue risk to the College. The risks and opportunities relevant to working in collaboration with such HEI partners will be assessed and decided on at Executive Management Team (EMT) meetings in the context of the College's strategic priorities as would any significant new business proposal on the proposal from AC in an academic context and the Chief Revenue Officer in a commercial context. Such risk will be scrutinised using UPOL003 UniHaven Risk Management Policy Rev 1.

A Memorandum of Understanding (MoU) and, if an MoU is not needed, a Memorandum of Agreement (MoA) or Agency Agreement will be necessary to outline the duties, responsibilities, and non-responsibilities of each party in written agreement form and to confirm commercial arrangements. Such agreements must be signed by both parties before any formal programme or pathway advertisement, student recruitment, or programme delivery covered by such collaborations shall begin.

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HEI partner arrangements are reviewed annually through the HEI Partner Review Committees, one for each respective HEI partner. Details of this committee are set out below.

### Purpose

The purpose of the HEI Partner Review Committee is to review student progression to the respective HEI partners, to review the College-HEI Partner academic standards and progression, and to review lessons learned generally with a view to enhancing the partnership on an annual basis. This review will feed into the College's annual self-monitoring and review processes with its findings included in the Annual Quality Report to QQI.

### Key Responsibilities

This committee will conduct annual reviews with HEI partners under this formalised structure and associated roles. Its key responsibilities include:

- Student Progression Reviews.
  - Reviews the quantity of students who have successfully progressed from the College to the HEI partner and from year 1 of the HEI partner degree to subsequent years to include the number of conditional offers issued to UniHaven students.
  - Reviews and considers HEI feedback about the quality of students who have successfully progressed.
  - Reviews the pastoral or other needs of any students who are progressing subject to students' permission.
  - Reviews any student-related feedback.
- Academic Reviews
  - Reviews respective institution programme entry criteria to ensure they are aligned and, where necessary, updates the respective QA documentation to reflect any changes that may be needed.
  - To ensure that academic standards have been maintained as planned.
  - Reviews any other relevant academic feedback.

- 
- Partnership Enhancement
    - Discusses ways to further enhance the relationship between the College and the HEI partners to provide the best opportunities and outcomes to students.

## Membership

Its membership will include:

- Academic Director (Chair).
- Programme Manager.
- CEO.
- Other College members as relevant.
- A College graduate attending the HEI partner.
- HEI Partner senior representative (normally the International Officer/Manager).  
Additional HEI Partner representatives may attend as necessary.

## Frequency of meetings

Annually.

Receives reports/information from

- Programme Manager for student admissions, academic performance and HEI partner progression data.
- HEI partner representative for HEI partner data, feedback, and insights.

Reports to

- AC for academic reports and recommendations.
- EMT regarding any resource requirements, where relevant.



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## External Council/Board/Committee Members

- The following guidelines should apply to the selection and appointment of external members to all College boards, AC, and committees. Any staff member can complete the External Examiner/Member Nomination Form (see Appendix) by stating how a nominee meets the selection criteria below. External members of any board must have
  - Academic qualifications and/or professional expertise appropriate to the role they will fill.
  - At least 5 years of relevant industrial, commercial, or academic experience depending on the expertise needed.
  - At least 10 years of academic experience is needed for the Independent Chair of AC role. See UniHaven Quality Assurance Manual Rev 2, chapter 2 for the full requirements for the Independent Chair of AC role.
  - A willingness to devote time to their role.
  - A willingness to arbitrate on or adjudicate on problem cases.
  - A willingness to respond quickly to requests for information.

A period of appointment of not more than three years is envisaged for external appointments. The reappointment of external appointees who have completed a three-year term will be considered by the College in exceptional cases only. If an external appointee must withdraw their services during the three years of appointment due to professional or personal reasons, we will identify and appoint a suitable replacement promptly. A completed and signed UFORM021 UniHaven External Examiner/Member Nomination Form Rev 1 and External Examiner/Member Declaration (for nominees) and Agreement Rev 1 must be provided. Nominee credentials are then assessed at AC. All appointments are approved by the Academic Director under the auspices of AC before taking up the respective roles.

## Recruitment Agents

The securing of agreed services from overseas recruitment agents is the responsibility of the Chief Revenue Officer. In all cases, a background check of such agents is necessary, and a written agency agreement must be signed by the College and the respective

recruitment agent outlining areas such as commercial terms, confidentiality and mutual responsibilities before any recruitment activity begins. See UPOL027 UniHaven Agent Policy Rev 1 for full guidelines on the selection, management, and review of recruitment agents.

### Annual Monitoring and Review

Annual monitoring and review of all collaborative arrangements will be undertaken as part of the annual review cycle. HEI partner reviews will take place via the respective HEI Partner Review Committees. All review findings will feed into the Annual Quality Report for QQI.

## 5. Procedures and Forms

This procedure addresses the processes involved in inducting external individuals to the roles of members/chairs of any College board or committee. UFORM021 UniHaven External Examiner/Member Nomination Form Rev 1 and the External Examiner/Member Agreement Rev 1 should be used in conjunction with this procedure, and both are attached in the Appendix.

On approval of an External Member and prior to induction the following material will be supplied:

- The mission of the College and its context.
- The overall structure of the programme.
- Programme Title.
- Invitation to Induction.
- A signed duplicate copy of the External Examiner/Member Agreement.
- Name and contact details of all relevant College staff.
- Dates of the relevant Board, Committee, and Council meetings that the member will partake in.



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## APPENDIX

### UFORM021 UniHaven External Examiner/Member Nomination Form Rev 1

Name of Nominee:	
Academic Qualifications:	
Professional expertise:	
Areas of specialisation:	



Place of work / Address:	
Telephone:	
Email:	
Summary of relevant experience:	
Academic Year and Programme(s), subject(s) to be examined:	
Other information:	
Has the nominee agreed to act as proposed?	Yes ____ No ____
Proposal made by:	Name:  Title:
Signed:	Date:
Academic Director Approval of Nominee on Behalf of UniHaven AC for a period of 3 years, subject to written agreement including conflict of interest statement/signature.	Name:
Signed:	Date:



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## External Examiner/Member Declaration and Agreement

I, \_\_\_\_\_ (PRINT NAME), agree to be bound by UniHaven College's ("the College") agreement terms as outlined below.

Start Date of Agreement: \_\_\_\_\_

I declare that

- I have expertise and experience in relevance to the role I will now hold with the College and as provided to the College as part of my nomination process.
- I comply with all relevant requirements laid down by the relevant statutory bodies.
- I am not engaged in any reciprocal external relationship between the College and my department or institution.
- I have not had close involvement with the College during the last three years as, for example, a member of staff, a member of AC or as a student.
- I have no conflict of interest in taking up this role or, where there is a potential for conflict of interest, I have declared as much.
- I am aware that my term of appointment will be a maximum of three years starting on the start date listed in this agreement and that my re-appointment would be considered by the College in exceptional cases only.
- If I must withdraw my services during the three years of appointment due to professional or personal reasons, I accept that the College will identify and appoint a suitable replacement in a timely manner.
- As relevant to External Examiners, I do not hold more than two concurrent substantive external examinership, including the one at the College, nor will I do so without the prior agreement of the College.
- As relevant to External Examiners, I agree to be bound by UPOL016 UniHaven External Examining Policy including the potential early termination of this agreement should I be found guilty of misconduct.

### Signatures

\_\_\_\_\_  
External Member

Date

\_\_\_\_\_  
Academic Director on behalf of Academic Council

Date:

## Child Protection Policy

<i>Quality Assurance Manual (QAM) Chapters 5 and 8</i>	
<i>Document Name</i>	Child Protection Policy
<i>Procedure Document Number</i>	UPOL019
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	Programme Manager, Teachers
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	UDOC000 UniHaven Quality Assurance Manual Rev 2 Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016) Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016) Code of Practice for Provision of Programmes of Education and Training to International Students (2015) Children First Act 2015 Children First: National Guidance for the Protection and Welfare of Children 2017. The Criminal Justice (Withholding of Information on Offences against Children and Vulnerable Persons) Act, 2012 The National Vetting Bureau (Children and Vulnerable Persons) Acts, 2012 - 2016 UPOL012 UniHaven Garda Vetting Policy Rev 1 UPOL020 UniHaven Data Protection Policy Rev 1 UPOL023 UniHaven Data Retention Policy Rev 1 UPOL024 UniHaven Data Security Policy Rev 1 UPRO010 UniHaven Student Complaints and Disciplinary Procedure Rev 1 UDOC002 UniHaven Student Handbook Rev 2

## 1. Policy Overview

This policy has been adopted by the College to promote best practice in child protection within the College and to inform staff and students of their obligations to recognise child protection and welfare concerns and to respond appropriately.

## 2. Policy Statement

Children in the College and the context of this policy includes any student who has not yet reached age 18 at the time they first produce evidence of age (i.e., birth certificate, passport, and other documents showing actual proof of age) to any member of staff. Consequently, the children referred to in this document will primarily be the minority of college students who are under 18 at the time of enrolment. The policy does include, however, children who may come into the College for staff and student activities. However, it is also noted that staff and students may also encounter children through activities related to their employment or learning with the College and this policy is also intended to guide those situations, insofar as is appropriate.

This policy is intended to ensure compliance with the Children First Act 2015 (the Act) and is based on Children First: National Guidance for the Protection and Welfare of Children 2017. The Act places several statutory obligations on specific groups of professionals and particular organisations providing services to children. Through the provisions of the Act, it is intended to:

- Raise awareness of child abuse and neglect.
- Provide for mandatory reporting by key professionals.
- Improve child safeguarding arrangements in organisations providing services to children.
- Provide for cooperation and information-sharing between agencies when Tusla – Child and Family Agency (Tusla), is undertaking child protection.

The legislation also contains a provision that removes the defence of reasonable chastisement concerning corporal punishment as part of court proceedings. The policy intent is that the legislation will operate side-by-side with the existing non-statutory

obligations provided for in Children First: National Guidance for the Protection and Welfare of Children (2017). The Criminal Justice (Withholding of Information on Offences against Children and Vulnerable Persons) Act, 2012 and the National Vetting Bureau (Children and Vulnerable Persons) Acts, 2012 - 2016 are additional key pieces of complementary legislation designed to improve child safety and protection.

This policy also includes the area of guardian nominee where the College agrees for an external guardian nominee provider to provide students who have not yet turned 18 years of age with an out hours and emergency contact service that will be triggered should students need any kind of personal, visa, and/or medical/health care outside of normal college operating hours.

### 3. Roles and Responsibilities

A child is a person under the age of 18, excluding a person who is or has been married. This policy applies to all students who have yet to turn 18 years of age who study with us in Ireland and any children who may visit our college for college-related activities. It is the responsibility of all staff at all levels, full-time, or part-time, and our students to read and comply with the contents of this policy and to implement this policy in full. This policy will be circulated to all staff and students. Those joining the organisation will receive it as part of their induction.

It is UniHaven's responsibility to implement this policy, appoint a Child Protection Officer and generally ensure the promotion of the protection of children within the company and the college. Garda vetting is part of our recruitment process as per UPOL012 UniHaven Garda Vetting Policy. The Child Protection Officer will be required to attend specialised training in the area and to keep up to date.

Certain recruitment activities carried out by the admissions staff will involve contact with children who are second-level students. These activities include staff potentially visiting schools, attending education fairs or inviting second-level students to College events.



When staff attend a second-level school, s/he should ensure that the schoolteacher remains present in the classroom. When events take place within the College, these events should be clearly public in nature and there should not be private or one-to-one mentoring sessions away from the public areas. If a second-level student under the age of 18 wishes to meet any staff member, this should not be done on a one-to-one basis except in a public space.

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed schedules, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

#### 4. Policy

##### Types of Abuse and Identification of Abuse

These descriptions of the different types of abuse and how to identify them are taken from Children First: National Guidance for the Protection and Welfare of Children 2017. Child abuse can be categorised into four different types: neglect, emotional abuse, physical abuse and sexual abuse. A child may be subjected to one or more forms of abuse at any given time. Abuse and neglect can occur within the family, in the community or an institutional setting. The abuser may be someone known to the child or a stranger and can be an adult or another child. In a situation where abuse is alleged to have been carried out by another child, it should be considered a child welfare and protection issue for both children, and child protection procedures should be followed for both the victim and the alleged abuser. The important factor in deciding whether the behaviour is abuse or neglect is the impact of that behaviour on the child rather than the intention of the adult.

The definitions of neglect and abuse presented in this section are not legal definitions. They are intended to describe ways in which a child might experience abuse and how this abuse may be recognised.

### Neglect

Child neglect is the most frequently reported category of abuse, both in Ireland and internationally. Ongoing chronic neglect is recognised as being extremely harmful to the development and well-being of the child and may have serious long-term negative consequences. Neglect occurs when a child does not receive adequate care or supervision to the extent that the child is harmed physically or developmentally. It is generally defined in terms of an omission of care, where a child's health, development or welfare is impaired by being deprived of food, clothing, warmth, hygiene, medical care, intellectual stimulation or supervision and safety. Emotional neglect may also lead to the child having attachment difficulties. The extent of the damage to the child's health, development or welfare is influenced by a range of factors. These factors include the extent, if any, of positive influence in the child's life as well as the age of the child and the frequency and consistency of neglect. A reasonable concern for the child's welfare would exist when neglect becomes typical of the relationship between the child and the parent or carer. This may become apparent where the child is seen over a period, or the effects of neglect may be obvious based on having seen the child once. The following are features of child neglect:

- Children being left alone without adequate care and supervision.
- Malnourishment, lacking food, unsuitable food, or erratic feeding.
- Non-organic failure to thrive, i.e., a child not gaining weight due not only to malnutrition but also emotional deprivation.
- Failure to provide adequate care for the child's medical and developmental needs, including intellectual stimulation.
- Inadequate living conditions – unhygienic conditions, environmental issues, including lack of adequate heating and furniture.
- Lack of adequate clothing.
- Inattention to basic hygiene.

- Lack of protection and exposure to danger, including moral danger, or lack of supervision appropriate to the child's age.
- Persistent failure to attend school.
- Abandonment or desertion.

### Emotional Abuse

Emotional abuse is the systematic emotional or psychological ill-treatment of a child as part of the overall relationship between a caregiver and a child. Once-off and occasional difficulties between a parent/carer and child are not considered emotional abuse. Abuse occurs when a child's basic need for attention, affection, approval, consistency, and security are not met, due to incapacity or indifference from their parent or caregiver. Emotional abuse can also occur when adults responsible for taking care of children are unaware of and unable (for a range of reasons) to meet their children's emotional and developmental needs. Emotional abuse is not easy to recognise because the effects are not easily seen. A reasonable concern for the child's welfare would exist when the behaviour becomes typical of the relationship between the child and the parent or carer. Emotional abuse may be seen in some of the following ways:

- Rejection.
- Lack of comfort and love.
- Lack of attachment.
- Lack of proper stimulation (e.g., fun and play).
- Lack of continuity of care (e.g., frequent moves, particularly unplanned).
- Continuous lack of praise and encouragement.
- Persistent criticism, sarcasm, hostility or blaming of the child.
- Bullying.
- Conditional parenting in which care or affection of a child depends on his or her behaviours or actions.
- Extreme overprotectiveness.
- Inappropriate non-physical punishment (e.g., locking child in the bedroom).
- Ongoing family conflicts and family violence.
- Seriously inappropriate expectations of a child relative to his/her age and stage of development.

- There may be no physical signs of emotional abuse unless it occurs with another type of abuse.

A child may show signs of emotional abuse through their actions or emotions in several ways. These include insecure attachment, unhappiness, low self-esteem, educational and developmental underachievement, risk taking and aggressive behaviour. It should be noted that no one indicator is conclusive evidence of emotional abuse. Emotional abuse is more likely to impact negatively on a child where it is persistent over time and where there is a lack of other protective factors.

### Physical Abuse

Physical abuse is when someone deliberately hurts a child physically or puts them at risk of being physically hurt. It may occur as a single incident or as a pattern of incidents. A reasonable concern exists where the child's health and/or development is, maybe, or has been damaged as a result of suspected physical abuse. Physical abuse can include the following:

- Physical punishment.
- Beating, slapping, hitting, or kicking.
- Pushing, shaking, or throwing.
- Pinching, biting, choking, or hair-pulling.
- Use of excessive force in handling.
- Deliberate poisoning.
- Suffocation.
- Fabricated/induced illness.
- Female genital mutilation.

### Sexual Abuse

Sexual abuse occurs when a child is used by another person for his or her gratification or arousal, or for that of others. It includes the child being involved in sexual acts (masturbation, fondling, oral or penetrative sex) or exposing the child to sexual activity directly or through pornography. Child sexual abuse may cover a wide spectrum of abusive

activities. It rarely involves just a single incident and, in some instances, occurs over several years. Child sexual abuse most commonly happens within the family, including older siblings and extended family members.

Cases of sexual abuse mainly come to light through disclosure by the child or his or her siblings/friends, from the suspicions of an adult, and/or by physical symptoms. Examples of child sexual abuse include the following:

- Any sexual act intentionally performed in the presence of a child.
- An invitation to sexual touching or intentional touching or molesting of a child's body whether by a person or object for sexual arousal or gratification.
- Masturbation in the presence of a child or the involvement of a child in an act of masturbation.
- Sexual intercourse with a child, whether oral, vaginal, or anal.
- Sexual exploitation of a child, which includes:
  - Inviting, inducing, or coercing a child to engage in prostitution or the production of child pornography [for example, exhibition, modelling or posing for sexual arousal, gratification, or sexual act, including its recording (on film, videotape or other media) or the manipulation, for those purposes, of an image by computer or other means].
  - Inviting, coercing, or inducing a child to participate in, or to observe, any sexual, indecent, or obscene act.
  - Showing sexually explicit material to children, which is often a feature of the 'grooming' process by perpetrators of abuse.
- Exposing a child to inappropriate or abusive material through information and communication technology.
- Consensual sexual activity involving an adult and an underage person.

## Overview

As a general guide, the College commits to the following child-centred approach to child protection:

- The protection of children must always come first.
- Children should be protected, treated with respect, listened to, and have their own views taken into consideration.
- Our staff and students must raise concerns about the behaviour of others which may be harmful to children.
- Tusla should be informed without delay when there are reasonable grounds for concern that a child may have been, is being or is at risk of being abused or neglected.
- Best practices should be adopted to minimise the possibility of harm or accidents happening to children.
- This policy complements and supports other College staff and student policies.
- While due regard will be paid to the above guidelines and this policy generally, interactions with UniHaven students who have not yet turned 18 years of age will generally be based on the normal rules applying to all students.

Good College practice when in contact with children includes:

- Being visible when working with children whenever possible. Concerning students who are under 18, it is recognised that a one-to-one situation might be necessary to protect the student's right to privacy and confidentiality. Staff should use their professional judgement when in such a situation and should try, where reasonably possible to avoid being alone with a child and, if it is necessary, leave the door to the room ajar unless it breaches trust and confidentiality.
- Treat all children equally and with respect and dignity.
- Listen to what children say and involve them in decision making where appropriate.
- Provide encouragement, support, and praise.
- Adopt the safest possible practices to minimise the possibility of harm or accidents happening to children.
- Demonstrate exemplary behaviour in the presence of children.

- Never use physical punishment.
- Never make unnecessary physical contact with a child.
- Never exchange personal details with a child such as phone numbers, e-mail, Facebook, Twitter, or other social media accounts and follow UPOL028 UniHaven Email, Social Media and Marketing Policy Rev 1.
- Always refer child abuse, welfare, and safety issues to the Child Protection Officer. If an employee or student is inhibited for any reason in reporting the incident internally to the Child Protection Officer or where they are dissatisfied with the response, they should contact Tusla or An Garda Síochána.

## 5. Procedures and Forms

This procedure details how child protection concerns are raised and dealt with at the College remembering that a 'child' under Irish legislation is any person aged under 18 years of age and that children in the context of College activities could be students, children of staff, children of visitors etc. as described in this Child Protection Policy. While the Child Protection Officer is responsible for the policy and procedures attaching to child welfare responsibilities, all staff are expected to be familiar enough with this policy and procedure to ensure that all children are fully protected in their engagement with the College, its staff, its students and its stakeholders under the legal requirements in this area.

### Reporting

#### Duty to Report

Staff and students must be alert to the possibility that children with whom they are in contact could be victims of abuse and should report their concerns to the Child Protection Officer in the first instance. A report should be made to Tusla when there are reasonable grounds for concern that a child may have been, is being or is at risk of being abused or neglected. Reasonable grounds for a child protection or welfare concern include:

- Evidence, for example, an injury or behaviour, that is consistent with abuse and is unlikely to have been caused in any other way.
- Any concern about possible sexual abuse.

- Consistent signs that a child is suffering from emotional or physical neglect.
- A child saying or indicating by other means that he or she has been abused.
- Admission or indication by an adult or a child of an alleged abuse they committed.
- An account from a person who saw the child being abused.

All staff and students are encouraged to discuss any concerns with the Child Protection Officer. If the Child Protection Officer is not available, staff and students should report reasonable concerns directly to Tusla, or if the child is in immediate danger, to An Garda Síochána.

#### Making a Report to the Child Protection Officer

Any staff member or student who suspects child abuse should report this to the Child Protection Officer. Such a report should contain:

- Details of the child and the suspected abuse.
- Enough information to establish the basis of the concerns.
- An accurate record of their observations and/or the conversation with the child or other person (if any).

The Child Protection Officer will receive and assess all such reports. The role of the Child Protection Officer is not to investigate or interview relevant parties, but to assess whether the information available demonstrates a reasonable concern of abuse or neglect. Once the Child Protection Officer is satisfied that a report meets the required threshold, he or she will report it to Tusla without delay. In those cases where the Child Protection Officer decides not to report concerns to Tusla or An Garda Síochána, the staff member or student who raised the concerns should be given a clear written statement of the reasons why the Child Protection Officer is not taking such action. The staff member or student should be advised that if they remain concerned about the situation, they are free as individuals to consult with, or report to, Tusla or An Garda Síochána. The Child Protection Officer should record the full details of all concerns or allegations of child abuse brought to his or her attention and the actions taken concerning a concern or allegation of child abuse.



### Making a Report to Tusla

The Child Protection Officer must report to Tusla as soon as possible if s/he knows, believes, or has reasonable grounds to suspect, based on information s/he has received, acquired, or become aware of during his or her work that a child has been, is being or is likely to be harmed. A report must also be made where a child has disclosed to the Child Protection Officer that the child believes that he/she has been, is being or is likely to be harmed. Harm is defined in this context as follows:

- Assault, ill-treatment, or neglect of the child in a manner that seriously affects, or is likely to seriously affect the child's health, development, or welfare.

or

- Sexual abuse of the child.

A Child Protection Officer should also report to Tusla if s/he has a reasonable concern that a child may have been, is being or is at risk of being abused or neglected. Where the Child Protection Officer remains uncertain, he or she should contact Tusla for informal advice relating to the allegation, concern, or disclosure. All reports made by the Child Protection Officer to Tusla should be on the Child Protection and Welfare Form and contain all necessary information unless the risk is immediately requiring the report to be made without delay. In making a report on suspected actual child abuse, the Child Protection Officer must ensure that the priority is always for the safety and welfare of the child and that no child is ever left in a situation that could place the child/young person in immediate danger. If there is a serious and imminent risk to the child and it is not possible to make contact with Tusla, the Child Protection Officer should report it to An Garda Síochána.

When reporting suspicions or allegations of child abuse to Tusla, the Child Protection Officer should also report to the People Officer in the case of an allegation against a staff member, and the Academic Director in the case of an allegation against a student. Where the Child Protection Officer is making a report to Tusla, he or she should, where appropriate, also inform the child's family regarding the concern and the report. This is not appropriate if in doing so it would place the child at further risk, where the family's

knowledge could impair Tusla's ability to carry out a risk assessment or if it is reasonably believed that this might put the person making the report at risk of harm from the family. It is not the role of the Child Protection Officer to investigate whether the allegations or complaints are valid. This investigation is the responsibility of Tusla and An Garda Síochána.

#### Allegations of Child Abuse against any Staff Member or Student

When an allegation of child abuse arises concerning a staff member or student, the College has a dual responsibility in its duty of care regarding

- Safeguarding children:
  - This must always take priority. The College will ensure that all appropriate procedures are followed concerning reporting suspected child abuse to the civil and (as necessary) criminal authorities and do what is within its power to ensure that no child continues to be exposed to the risk of being abused.
- Dealing with the person accused:
  - The college must ensure that proper procedures are followed concerning the person against whom the complaint has been made, in line with fair procedures, natural justice and a presumption of innocence until the contrary is proven.

In case of any allegation of child abuse made against a staff member or student, the reporting framework procedures outlined above must first be followed and the Child Protection Officer informed immediately. Any necessary protective measure should be taken. In addition to that, in cases where an allegation of child abuse is made against a staff member, the issue will be also dealt with under the procedures outlined in UDOC007 UniHaven Employee Handbook Rev 1.

In cases where an allegation of child abuse is made against a student, the issue will also be dealt with under UPRO010 UniHaven Student Complaints and Disciplinary Procedure Rev 1.

### Retrospective Disclosure of Child Abuse by an Adult

If an adult makes a disclosure to a College staff member or student of abuse suffered during their childhood, and it is believed there may be a current risk to any child who may be in contact with the alleged abuser, the Child Protection Officer should be informed. If a risk is deemed to exist, then the Child Protection Officer must inform Tusla and/or An Garda Síochána. In addition to the reporting requirement, if a staff member or student discloses abuse suffered during their childhood, the Child Protection Officer should ensure s/he is provided with the contact information for relevant support service. Staff will be supported by the College as best as it can within the resources available to it at the time. Students should be referred to the Student Support Officer for onward referral to appropriate professional counselling support.

### Disclosure of Child Abuse to Staff Member or Student

#### *Disclosure by a Child*

A child may disclose abuse to a staff member or student. The best practice for dealing with these disclosures is to:

- React calmly.
- Listen carefully and attentively.
- Take the child seriously.
- Reassure the child that they have taken the right action in talking to you.
- Do not promise to keep anything secret.
- Ask questions for clarification only. Do not ask leading questions.
- Check back with the child that what you have heard is correct and understood.
- Do not express any opinions about the alleged abuser.
- Ensure that the child understands the procedures that will follow.
- Make a written record of the conversation as soon as possible, in as much detail as possible.
- Treat the information confidentially, subject to the requirements of this Guidance and legislation.

When disclosure of abuse or neglect from a child is received, a report must be made to the Child Protection Officer as soon as possible.

### *Disclosure from Another Person*

If a complaint is made to any staff member or student to the effect that there is reasonable suspicion that abuse is alleged to have taken place against a child, the staff member or student should:

- Request the complainant to make a written statement.
- If the complainant is unknown to the employee or student, ask the person making the allegation for their name and contact number or address.
- Tell the complainant that there is a procedure in place for dealing with such allegations and that the person responsible will be in contact with them as soon as possible.
- Ensure the information is reported as soon as possible to the Child Protection Officer. Once the information is provided to the Child Protection Officer, he or she is then responsible for ensuring that the suspicions or allegations are managed under the reporting framework.

### *Persons Reporting Possible Child Abuse*

The provisions of the Protections for Persons Reporting Child Abuse Act 1998 provide immunity from civil liability to persons who make reports reasonably and in good faith to the HSE or An Garda Síochána. It is a criminal offence to withhold information about a serious offence against a person under 18 years or a vulnerable person under the Criminal Justice (Withholding of Information on Offences against Children and Vulnerable Persons) Act 2012.

## Role of the Child Protection Officer

The Child Protection Officer will have responsibility for the promotion and implementation of this policy. This role is described in this section and shall be the Designated Liaison Person for as per the Children First Act 2015. The role of the Child Protection Officer is to liaise with outside agencies and to be a resource person for any staff member or student who has child protection concerns. The Child Protection Officer is responsible for ensuring that reporting procedures within the College are followed so that child welfare concerns are referred promptly to Tusla. The Child Protection Officer will be appointed by the Executive Management Team (EMT). The Child Protection Officer will be accessible to all staff and students in the college.

## Responsibilities

The responsibilities of the Child Protection Officer are:

- To undertake relevant training and keep up to date on child protection policy and practice.
- To provide support and information to staff and students who are dealing with/have dealt with a child protection concern or disclosure.
- To receive reports of alleged or suspected or actual child abuse, process these without delay and decide on the appropriate action, in line with the guidance in previous sections.
- To report suspected child abuse to Tusla in appropriate cases.
- To build a working relationship with Tusla, An Garda Síochána and other agencies, as appropriate.
- To assist Tusla in assessing a concern, where requested.
- To ensure that supports are put in place for the child, staff member, or student in case of allegations being made.
- To liaise with the EMT as appropriate.
- To liaise with the Designated Liaison Persons in other organisations where students or College staff may be temporarily located for College activities, e.g., an HEI providing College students and staff with library facilities, laboratory facilities etc.

- To ensure that systems are in place for recording and retaining all relevant documentation about child protection issues.
- To ensure the circulation of this policy among all College staff and students, existing and new, and ensure further training of staff and students where appropriate.
- To be consulted if any new services or activities involving children are developed and to ensure relevant training and procedures are in place.
- To review the College policy and procedure on child protection in conjunction with the Academic Director every three years to ensure their continued relevance and appropriateness.

### Confidentiality

#### No guarantee of secrecy

In matters of child abuse, a staff member or student should never promise to keep secret any information that is divulged. It should be explained to the child that this information cannot be kept secret but that only those who need to know to safeguard the child will be told.

#### Confidentiality of information and data protection

It is essential in the reporting of any case of alleged or suspected abuse that the principle of confidentiality applies. The information should only be shared with persons who need to know to safeguard a child and the number of people that need to be informed should be kept to a minimum. It must be noted that the provision of information to the statutory agencies for the protection of a child is not a breach of confidentiality or data protection. All data concerning child protection records must comply with UPOL020 UniHaven Data Protection Policy, UPOL023 UniHaven Data Retention Policy and UPOL024 UniHaven Data Security Policy.

### Photographs and images

Where staff and students wish to take or use photographs, film or video of children, the consent of the children and their parents/guardians/carers must be obtained, and all such media must be stored securely.

### Role of Tusla and An Garda Síochána

#### Tusla – Child and Family Agency

On 1 January 2014, Tusla - Child and Family Agency, became an independent legal entity. It merged portions of three former statutory bodies: The Health Service Executive's Children and Family Services, the Family Support Agency, and the National Educational Welfare Board. Tusla has responsibility for child welfare and protection services, family support, educational welfare and a range of other services, including those relating to domestic, sexual and gender-based violence.

The key functions of Tusla, as set out in the Child and Family Agency Act 2013, are to:

- Support and promote the development, welfare and protection of children, and the effective functioning of families.
- Offer care and protection for children in circumstances where their parents have not been able to, or are unlikely to, provide the care that a child needs. To fulfil these responsibilities, Tusla is required to maintain and develop the services needed to deliver these supports to children and families and provide certain services for the psychological welfare of children and their families.
- Be responsible for ensuring that every child in the State attends school or otherwise receives education and provide education welfare services to support and monitor children's attendance, participation, and retention in education.
- Ensure that the best interests of the child guide all decisions affecting individual children.
- Consult children and families to help shape Tusla's policies and services.
- Strengthen interagency cooperation to ensure seamless services that respond to needs.

- 
- Undertake research relating to its functions and provide information and advice to the Minister for Children and Youth Affairs about those functions.
  - Commission child and family services.

The specific role of Tusla is to promote the welfare of children who are at risk of not receiving adequate care and protection. Under the Child Care Act 1991, Tusla is obliged to coordinate information from all relevant sources about a child who may not be receiving adequate care and protection. If it is found that a child is not receiving adequate care and protection, Tusla must take appropriate action to promote the welfare of the child. This may include supporting families or carers in need of assistance in providing care and protection to their children.

Tusla operates through duty teams of social workers that receive child protection reports, assess, and prioritise referrals and provide protective interventions to children and their families. Each team deals with the concerns that arise in its specific geographical area by reference to the home address of the child. Tusla has the statutory responsibility to assess all reports of child welfare and protection concerns. Assessments are carried out by Tusla social workers. If concerns are found after the initial checks, further evaluation involving a detailed examination of the child and family's circumstances will follow. If concerns about a child's welfare are found but do not involve a child protection issue, then the family may be referred to community or family support services. If no concerns are found, then the information gathered is recorded and kept on a confidential file where it will be examined if further concerns or more information comes to light.

### An Garda Síochána

The involvement of An Garda Síochána in cases of alleged child abuse and neglect stems from its primary responsibility to protect the community and to bring offenders to justice. Where it is suspected that a crime has been committed, An Garda Síochána has overall responsibility for the direction of any criminal investigation. It is the function of An Garda Síochána to interview and take any statements that will form part of the criminal investigation file. The role of An Garda Síochána is to investigate alleged crimes and it is





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the responsibility of the Irish Director of Public Prosecutions (DPP) to decide on and carry out prosecutions.

The National Vetting Bureau of An Garda Síochána issues vetting disclosures to organisations employing people who work on a full-time, part-time, voluntary or student placement basis with children and/or vulnerable adults. The National Vetting Bureau does not decide on the suitability of any person to work with children and vulnerable adults. Rather, in response to a written request for vetting, the National Vetting Bureau releases criminal history and other specified information on the person to be vetted to the prospective recruiting organisation. Decisions on suitability for recruitment rest always with the recruiting organisation, and the results of vetting should form only one part of the recruitment decision.

#### Useful Contacts

Details for all Social Work Teams can be found here: <https://www.tusla.ie/children-first/contact-a-social-worker3/>.

Gardai/Emergency: 999/112

### Appendix

The Child Protection and Welfare Form is to be used when reporting a concern to Tusla.

It can be found here:

<https://www.tusla.ie/uploads/content/Child Protection and Welfare Report Form FINAL.pdf>

## Agent Policy

<i>Quality Assurance Manual (QAM) Chapter 12</i>	
<i>Document Name</i>	Agent Policy
<i>Policy Document Number</i>	UPOL027
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	Chief Revenue Officer, Recruitment and Admissions Officer
<i>Approved By</i>	Academic Council
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Rev 1 Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	<p>UDOC000 UniHaven Quality Assurance Manual Rev 2  Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)  Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016)  British Council...  <a href="https://www.britishcouncil.org/contact/press/landmark-international-code-ethics">https://www.britishcouncil.org/contact/press/landmark-international-code-ethics</a>  UDOC003 UniHaven Agent Handbook Rev 1  UDOC006 UniHaven Supplier Code of Conduct Rev 1  UPOL029 UniHaven Collaborations and External Appointments Policy Rev 1</p>

## 1. Policy Overview

Recruitment agents (Agents) play a vital role in the recruitment of students to the College. This policy outlines the principles and process used to identify, select, approve, manage, and review Agents.

## 2. Policy Statement

This policy upholds the seven principles for ethical international student recruitment, known as the 'London Statement'<sup>1</sup> which sets out the Statement of Principles for the Ethical Recruitment of International Students by Education Agents and Consultants, namely that

- Agents practice responsible business ethics.
- Agents provide current, accurate and honest information ethically.
- Agents develop transparent business relationships with students and providers using written agreements.
- Agents protect the interests of minors.
- Agents provide current and up-to-date information that enables international students to make informed choices when seeking which agent to employ.
- Agents act professionally.
- Agents work with destination countries and providers to raise ethical standards and best practice.

## 3. Roles and Responsibilities

Responsibility for implementation and oversight of this policy lies with the Chief Revenue Officer. The policy will be monitored and reviewed regularly to reflect good practice and any changes to relevant legislation. Agent communications will be monitored by the Recruitment and Admissions Officer to ensure agent websites and programme material is current, up to date and accurate in their representation of the College and programme.

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI

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<sup>1</sup> <https://www.britishcouncil.org/contact/press/landmark-international-code-ethics>

guidelines, that they are updated as per agreed schedules, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

#### 4. Policy

Careful management is required to ensure that all partner Agents are a good fit for the type of recruitment and student appropriate to an Irish international foundation pathway education college.

##### Code of Conduct

All Agents are expected to comply with UDOC006 UniHaven Supplier Code Rev 1. This Code is communicated to Agents via its inclusion in UDOC009 Agent Agreement Rev 1.

The College places business ethics and corporate social responsibility at the forefront of all activities, including those with suppliers, both direct and indirect, recognising that they are key stakeholders in the success of the College. Not surprisingly, College requirements are very high; suppliers are expected to work in line with the College's legal, ethical, and regulatory expectations and to be quality driven. This Code sets out these requirements. The College strives to be a fair and honest partner, firmly believing that relationships built on trust and integrity will be sustainable and beneficial for all. The College may terminate an agreement with an Agent who violates this Code or refuses, if asked, to take part in a remediation plan where issues have been identified. The College will also cease to deal with Agents who do not demonstrate that they meet its ethical and corporate social responsibility standards or compliance with relevant laws. Likewise, the College looks to reward and recognise excellent performance and innovation with its Agents.

Agent performance will be managed using one or more of the following methods:

- Direct communication and agent approval by the Chief Revenue Officer.

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- Specific contract clauses.
  - Completion of a Supplier Code of Conduct questionnaire.
  - Physical audit of promotional material, processes, and procedures.
  - Third party to Code of Conduct questionnaire assessment where required.

Site visits, if required, will be specifically agreed upon in advance between both parties to provide transparency.

The three areas where the support and commitment of Agents are required, with a minimum expectation being the compliance with all applicable local and international legislation, are as follows:

- Communications and Information
  - To only publicise programme information that has been pre-approved by the College in advance.
  - To maintain the accuracy of this information such that students only always receive current College and programme information.
- People and Community
  - To support and respect the protection of human rights within their areas of influence.
  - To prohibit all forms of modern slavery, including Forced Labour - Bonded Labour - Compulsory Labour - Child Labour.
  - To support the College ethos of student care, quality, professionalism and integrity when recruiting students on the College behalf.
- Governance and Compliance
  - To comply with all relevant Irish legislation and legalisation in countries where agents operate as outlined in and implied from our written agreements.
  - To comply with College QQI requirements as relevant to the nature of the activity, product or service being supplied.

The College seeks assurance that Agents are working to expected levels in several different ways depending upon:

- 
- The legislative requirements associated with the service being provided.
  - The source country of the services and any significant risk that working in such countries may pose.
  - The level of spend.

#### Selection of Agents

- Agents will complete an application form. All applicants for the role shall be expected to have a proven track record of working with professional institutions and to understand the vision and mission of the College.
- The College will evaluate Agents ensuring due diligence is completed including the vetting of Agents using UFORM025 Agent Referee Check Form Rev 1.
- Agents will be given a copy of UDOC003 Agent Handbook Rev 1 that they need to commit to complying with when entering a relationship with the College.
- The terms of business, targets and contracts will be outlined by way of formal agreement via UDOC009 UniHaven Agent Agreement Rev 1 and signed off by both the Agent and the Chief Revenue Officer.
- Agents will be provided with the necessary information and resources needed to facilitate student recruitment, including training sessions as needed. The Recruitment and Admissions Officer will check Agent websites and promotional material to ensure that information publicised about the College and programme is accurate.

#### Ongoing Management

- The College will provide ongoing training for all partner Agents as needs are identified.
- A continuous line of communications will operate between the College and all Agents via both the Chief Revenue Officer and the Recruitment and Admissions Officer.
- Agent behaviour and performance will be monitored by the Chief Revenue Officer supported by the Recruitment and Admissions Officer, especially by
  - Analysing the quality of student applications in terms of their quality, accuracy, timeliness, and completion

- 
- Considering feedback from applicants in cases where they have a different understanding of the programme and its requirements to those communicated to Agents publicly and directly via College correspondence thereby highlighting potential misleading Agent communication.
  - The Academic Director as part of his/her auditing role at the College will spot-check Agent publications and communications for accuracy with College Agent agreements and requirements.

Any immediate concerns or issues identified will be dealt with as a matter of urgency by the Chief Revenue Officer with action taken ranging from correction up to and including contract termination as allowed for under the terms of UDOC009 UniHaven Agent Agreement Rev 1.

#### Review of Agent/Exit Option

- Agent performance will be reviewed annually evaluated against that which was agreed upon in their Agent Agreement.
- This review will determine whether to renew the contract with or without conditions or whether to consider termination of the agreement.

### 5. Procedures and Forms

The following policies and forms are used in the implementation of this policy.

- UDOC003 UniHaven Agent Handbook Rev 1.
- UDOC006 UniHaven Supplier Code of Conduct Rev 1.
- UDOC009 UniHaven Agent Agreement Rev 1.
- UPOL029 UniHaven Collaborations and External Appointments Policy Rev 1.
- UFORM016 UniHaven Agent Application Form Rev 1...see Appendix.
- UFORM025 UniHaven Agent Referee Check Form Rev 1...see Appendix.



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## Appendix

### UFORM016 UniHaven Agent Application Form Rev 1

Thank you for your application to act as an education partner agent for UniHaven Ltd. To consider your application, we would be grateful if you could complete the following details and return this form to us.

This form is to be used to gather information about companies who are interested in representing UniHaven Ltd as educational advisors to potential students seeking entry into courses we offer.

Completed forms will be filed by our agent enquiries team. If an opportunity for representation in your area arises, the details on this form will be given consideration and if you are successful in your application, the agent enquiries will contact you to discuss continuing with the vetting procedure.

NB: You will only be contacted if we wish to pursue your application.

Please complete this form with as much information as possible to support your application.

#### Company Details

1. Family Name	
2. Given Names	
3. Main contact name for the agent enquiries team (if different from above)	
4. Company Name	
5. Company Address	
6. Company Registration Number	
7. Telephone Number(s)	
8. Mobile Number(s)	
9. Fax Number(s)	
10. Email Address(es)	
11. Website Address	



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Details of current company activities

1. Which geographical areas do you wish to represent UniHaven in?		
2. How many years you have worked as an agent?		
3. Have you got government authorisation (if required)?	Yes <input type="checkbox"/> Number:	No <input type="checkbox"/>
4. Have you completed any agents training programme? If yes, please specify.	Yes <input type="checkbox"/> Date: Name:	No <input type="checkbox"/>
5. Are you a member of any national agents' organisations e.g., TIECA, CIECA, TOSA?	Yes <input type="checkbox"/> Name(s) of organisation(s)	No <input type="checkbox"/>
6. How many institutions do you currently recruit for?		
7. How many of these institutions are in Ireland or the UK?		
8. What is the administration or processing fee amount that you charge students?		
9. What is the usual rate of commission you expect?		

# Details of students that you recruit

1. How many students have you sent abroad in the past few years?		
2. What % of these have been to Ireland or the UK?		
3. What is the normal level of study that you recruit students for?	Undergraduate <input type="checkbox"/> Postgraduate <input type="checkbox"/> Foundation <input type="checkbox"/> English courses <input type="checkbox"/> Other <input type="checkbox"/>	
4. Which programmes are your students most interested in? (please list the main subject areas)	1 2 3 4 5 6 7 8 9 10	

## References

If the enquiries team decides to pursue your application, your referees will be contacted and asked to give a reference. Only when both references have been returned, will we continue to process your application.

1. Reference 1 – name and full address		
	Name	
	Title / position	
	Organisation/Institution	
	Address	
	Email	
	Telephone number	
	Fax number	
2. How many years have you worked with this person?		
3. Reference 2 – name and full address		
	Name	
	Title / position	
	Organisation/Institution	
	Address	
	Email	
	Telephone number	
	Fax number	
4. How many years have you worked with this person?		
5. I authorise you to contact the above referees	Yes <input type="checkbox"/>	No <input type="checkbox"/>
6. Signature		Date



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### Further Information

To support your application, please give any additional information that you may think will be relevant to your work for UniHaven Ltd on an attached sheet.

You may wish to include details of the structure of your company, details of how you assist your current students with their applications and the visa process, why you have chosen to represent the UniHaven, your business plans for the future etc. If you have your own company brochure, please also return this with your application.

### Returning your application form

You can return this form initially by email to [agentenquiries@unihaven.ie](mailto:agentenquiries@unihaven.ie)

### For office use only

Date received		
Reference 1 requested		
Reference 2 requested		
Date Reference 1 received		
Date Reference 2 received		
Decision made		Date
Territory		
Contract Start Date		
Contract End Date		

Signed: ..... Chief Revenue Officer

Print Name: .....

Date: .....



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## UniHaven Agent Referee Check Form Rev 1

Referee	
Company	
Officer's Name	
Phone	
Fax	
Email	
How long have you worked with this agent?	
Approx. how many students has the Agent successfully recruited for your institution in:	This year:
	Last Year:
	Previous Year:
Have you had any problems when dealing with this agent before? If so, please comment in detail.	

Agent rating 5-1 (Internal) (with 5 being high and 1 being low)	Rating	Comment
Comment		
Provision of market intelligence		
Useful contacts within market (i.e., Government / Industry)		
In-country logistical support		
Level of professionalism		
Successful conversion on offers		
Appropriate student counselling		
Knowledge of your institution		
Sufficient focus on your institution		
Completeness of Applications (i.e. complete documentation, accuracy of details)		
Overall, would you recommend working with this agent?	Yes	No

Any additional comments:

Thank you for your kind assistance!	

## Student Support Policy

<i>Quality Assurance Manual (QAM) Chapter 8</i>	
<i>Document Name</i>	Student Support Policy
<i>Procedure Document Number</i>	UPOL017
<i>Version Reference</i>	Rev.2
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	Student Support Officer, Programme Manager, Teachers
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation including enhanced ILEP clarity
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	UDOC000 UniHaven Quality Assurance Manual Rev 2 Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016) Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016) Code of Practice for Provision of Programmes of Education and Training to International Students (2015) UPOL007 UniHaven Recruitment and Admissions Policy Rev 2 UPOL002 UniHaven Lerner Protection Policy Rev 1 UPOL008 UniHaven Fees and Refund Policy Rev 1 UPOL012 UniHaven Garda Vetting Policy Rev 1 UPOL013 UniHaven Teaching and Learning Policy Rev 1 UPOL014 UniHaven Blended Learning Policy Rev 1 UPOL018 UniHaven Learner Disability Policy Rev 2 UPOL019 Child Protection Policy Rev 1 UPOL020 UniHaven Data Protection Policy Rev 1 UPOL023 UniHaven Data Retention Policy Rev 1 UPOL024 UniHaven Data Security Policy Rev 1 UPOL025 UniHaven Learning Analytics Policy Rev 1 UPOL026 UniHaven Communications Policy Rev 1 UDOC001 UniHaven Programme Handbook Rev 2 UDOC002 UniHaven Student Handbook Rev 2 UDOC008 UniHaven Student Charter Rev 1



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## 1. Policy Overview

This policy aims to outline how the College will support and care for students' academic, pastoral, and general needs during their studies at the College.

## 2. Policy Statement

The College aims to comply with QQI requirements<sup>1</sup> as a provider that teaches an entirely international student cohort as follows:

- Providers shall offer orientation information before students' arrival (e.g., transport and accommodation services).
- Providers shall ensure that inductions offered to students also meet the particular needs of international students (including intercultural awareness).
- The induction programme shall be provided to all cohorts of international students that register or enrol at various times of the year, including students that access programmes through advanced entry.
- Providers shall provide information on all integration opportunities available to international students and encourage students to avail themselves of those opportunities.
- Providers shall ensure that international students are aware of opportunities to participate in, and be represented at, engagements between the provider and the student body.
- Providers shall have mechanisms in place to support international students financially in instances of personal or other emergency or hardship.
- Providers shall facilitate and encourage feedback from international students on the delivery of any supports and services. This includes informing students about complaints processes for these services.

The College believes that student care and not just support is an integral part of the student experience. It wants to provide students with academic and non-academic services to support the development of their knowledge, skills, and academic progression but in a way that never loses sight of the need to treat them as people first and students second.

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<sup>1</sup> Code of Practice for Provision of Programmes of Education and Training to International Learners (2015), section 3.4



The College wants students to feel like the staff have their best personal interests at heart by making sure they have the information they need pre-arrival, that they can settle in quickly and easily to their accommodation, that they can succeed in their studies from participating in a style of learning that empowers them academically, and that they are provided with the necessary pastoral, mental health, medical and other supports that they may need to deliver to avail to experience an exceptional study abroad experience. This is especially important for international students whose visit to study in Ireland may be their first time that they will have left their family home, not to talk of leaving their home country. All staff must be sensitive to the needs of students in this context.

### 3. Roles and Responsibilities

All staff are asked to support the pastoral ethos of the College, bringing together College services and teaching in a structured and coordinated way for the benefit of the students in its care and ensuring a positive learning experience for all. The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed schedules, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

### 4. Policy

This policy is split into what the College offers students before they arrive in Ireland, what it offers while they are studying at the College and what it offers them after they leave.

#### Pre-Arrival

The College recruits students worldwide but especially from Africa, the Middle East and Asia. Before students arrive in Ireland, they will be provided with information via the website (see UPOL026 UniHaven Communications Policy Rev 1) and via the Recruitment and Admissions Officer who manages admissions and enrolments under UPOL007 UniHaven Student Recruitment and Admissions Policy Rev 2 concerning:

- The College as a provider and the benefits of studying with the College.

- The pathway programmes so that students know what pathway stream modules they will be studying including the College teaching approaches.
- As per QQI requirements, Protection of Enrolled Students (PEL) and Medical Insurance policies will be put in place for all students on an individual basis...see UPOL002 UniHaven Learner Protection Policy Rev 1.
- Fees and refund policies relevant to UniHaven programmes...see UPOL008 UniHaven Fees and Refund Policy Rev 1.
- The Higher Education Institution (HEI) partner that the students will progress to once they complete the programme including the range of degree programmes that they may enter, the grades they must attain to meet the HEI partner's entry criteria, career progression post-degree, relevant visa requirements and what is expected of them as Irish HEI student generally.
- Ireland as a country but in particular travel to get here, visa and inoculation requirements, the national culture, transport, accommodation options, food/meal options, services specific to the College location and so on.
- The College application, enrolment, and admissions requirements such that they know what information they must provide for the College to be able to admit them to the programmes.
- Guardian nominee requirements for students aged 17 or younger, i.e., minors, must be in place pre-enrolment and until the student reaches the age of 18. The College will nominate a third-party guardian nominee company to provide a guardian nominee service to minors on the College's behalf, but the students' families/parents will enter a direct contract with this company – they will not sign a contract for such services with the College.
- Banking such that students can open a bank account as soon as possible after arrival for lodging cash, paying deposits etc.
- UDOC002 UniHaven Student Handbook Rev 2 and the Pre-Arrival information on the College website outline the above information in detail.



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## While Studying with UniHaven

There are several areas in which the College will support students while they study in Ireland to include:

- On Arrival.
- Induction and Registration.
- Student Charter.
- Teaching and Learning.
- Academic Support.
- Student Facilities.
- Information Technology and Computer Services.
- Student Representation.
- Student Interaction.
- Student Attendance.
- Students with Disabilities.
- Students who are Minors/Children.
- Academic Misconduct Prevention.
- Student Complaints and Grievances.
- Student Discipline.
- Student Data.
- Social Programmes.
- Pastoral Care.
- Student Retention.

### On Arrival

As students arrive in Ireland, the College will ask them for their flight and travel details and, where necessary, help to arrange travel or transport on their behalf. Similarly, for accommodation, the College offer to help arrange students to first transition into their accommodation provider – homestay, corporate accommodation or other – such that when they first arrive at their destination in Ireland, the College will make sure that they seamlessly access their provider and get settled in as soon as possible. All providers will have been carefully selected and vetted, including Garda vetting. Minor students will also



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be introduced to their guardian nominee company which they will have been in contact with pre-arrival also. Further pre-arrival information can be found in the UDOC002 UniHaven Student Handbook Rev 2.

### Induction and Registration

Once semester 1 starts, students will go through a formal registration and induction week where they will be informed about all aspects of the study and student support in the College. Students will have information sessions during their induction on how they can access and use the technology learning tools at the College and the necessary hardware and software required as part of their general briefing about how teaching and learning will be run in the College. They will also be given information on the campus, its facilities, the local area regarding safety, amenities and so on. UPRO002 UniHaven Student Registration and Induction Procedure Rev 1 goes through these processes in more detail.

### Student Charter

The Student Charter details the level of service the College endeavours to provide to students from the start of their application process, through to life studying at the College including the academic, social, and cultural environments. The College seeks to foster a collaborative approach working together to achieve an inclusive learning environment and response to the diverse needs of students. UDOC008 UniHaven Student Charter Rev 1 helps students to understand the expectations the College has of them as students regarding their academic and general behaviours in describing the two-way relationship that exists between them and the College. This information is also provided in UDOC002 UniHaven Student Handbook Rev 2.

### Teaching and Learning

Staff are actively engaged in supporting students throughout their programme of study. UPOL013 UniHaven Teaching and Learning Policy Rev 1 outlines the approach to inclusive and supportive teaching and learning and UPOL014 UniHaven Blended Learning Policy Rev 1 addresses the remote and online learning aspects. Blended learning refers to teaching, learning and assessments for programmes with an online delivery component and is



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designed to preserve and enhance the academic standards associated with the programme. Online learning will be facilitated through the use of the learning management system (LMS), Office 365 and other appropriate technologies that support learning that takes place through the use of both in-class and online formats.

All students will be aware of the workload associated with the modules that need to be completed in terms of total learning hours and the degree to which they will be taught in class versus online before their study starts as described in UDOC001 UniHaven Programme Handbook Rev 2. Should students have any issues with the learning methodologies or any other aspects of teaching and learning in the college, they are encouraged to speak with their Teacher or Programme Manager. All such information will also be provided at student induction.

### Academic Support

The College will provide additional tutor hours, tutorials and 1:1 tutor support as necessary to help students to succeed in the programme and to progress to the College's HEI partners. Formative assessment will be accompanied by timely Teacher feedback to students to help them to understand how they are progressing academically and what actions are needed for improvement. Students are actively encouraged to provide feedback through the different fora available to them as described in later sections of this policy.

### Student Facilities

Student facilities will include a student common room, kitchen facilities, a room with IT/laptop access and a library. The College will also secure access to students for one or more of the HEI partners' online library facilities. For more details, see the College website.



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## Information Technology and Computer Services

Students will have full access to the LMS, Office365 and all relevant IT infrastructure to support their learning, whether in-class or remote/online and will receive guidance and training on these systems during induction.

## Student Representation

A Student Representative is a student chosen for each programme pathway stream to facilitate interaction between staff and students regarding programme-related matters and student-support-related matters. Initially, there will be one student representative per programme but as class numbers increase, a student representative will be selected for each pathway stream. Essentially, the student representative is the point of contact for a particular programme or class/module on behalf of peer students. Two student representatives nominated from the student stream/class representative group will sit on each Academic Council and Programme Board.

## Student Interaction

Separate from the student representative approach, the College will gain feedback from students through informal week-to-week discussions with Teachers, Programme Manager etc. and engagement surveys. Surveys will be generated each semester to find out more about the student's experience at the College in the following areas:

- Academic survey: feedback on teaching methods, modules and content, assessments, and homework, including the blended learning and technology aspects.
- Student Life: looking for an insight into students' opinions on College facilities, student support services and social programme activities, as well as local services and amenities.

An overall experience survey will be conducted at the end of the programme to enable students to give feedback and recommendations based on their overall experience and to allow for any change in their experience from the start of their programme through to their



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exit. Such surveys will be refined on an ongoing basis but samples of the types of questions that may be asked are included in the Appendix.

### Student Attendance

To comply with the Irish Department of Justice (INIS) regulations, students from outside the European Economic Area (EEA) are required to attend a minimum of 85% of all classes to maintain visa compliance. Attendance is recorded for every class by Teachers and is monitored regularly by the Programme Manager supported by the Student Support Officer. Poor attendance is a serious issue and will be followed up on immediately. If not addressed, it can lead to warnings up to and including dismissal from the programme. UPRO011 UniHaven Attendance Monitoring Procedure Rev 1 outlines the steps involved in this process and is available on our website and is outlined in UDOC002 UniHaven Student Handbook Rev 2.

### Students with Disabilities

In the case of specific needs or an ongoing issue for students that may affect performance, the issue must be declared to Student Support Office as soon as practicable if it has not already been declared at the enrolment stage. The Student Support Officer will liaise with the student and the Academic Director. Appropriate mitigation will be considered in consultation with the Academic Director to investigate what supports can be made available as per the College Learner Disability policy. The Student Support Officer is responsible for liaising with academic staff to ensure that any agreed support in respect of teaching, learning and assessment are made available. Adaptations of assessment for a student may be implemented and may include the following and/or other reasonable adaptations as outlined in UPOL015 UniHaven Assessment and Awards Policy Rev 2:

- Modified presentation of assignments/examination papers e.g., enlargements.
- Scribes/readers.
- Use of sign language.
- Practical assistants.



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- Rest periods.
  - Adaptive equipment/software.
  - Use of assistive technology.
  - Extra time.

### Students Who Are Minors/Children

The College will put facilitate specific arrangements for students who are classified under Irish law as children, i.e., aged under 18 years. The College will nominate a third-party guardian nominee company to provide a guardian nominee service to minors on the College's behalf, but the student's family/parents will enter into a direct contract with this company – they will not sign a contract for such services with the College. The written agreement signed by the guardian nominee company and the College will outline the separation of responsibilities each party has when it comes to taking care of college students. The Academic Director will be responsible for monitoring compliance with this agreement's terms and for capturing any associated risks in UFORM012 UniHaven Risk Register Rev 1 as per UPOL003 UniHaven Risk Management Policy Rev 1. The College will work closely with the provider to make sure the student's care is at the required and agreed standard.

Typical services include accompanying minors to medical and visa appointments, being a 24-hour contact, seven days a week, for emergency support and care, and general external student welfare support. Such students will be partnered with the College's appointed guardian nominee company and, while in College care, any suspicions any staff or student has about any child protection issue will be dealt with as per UPOL019 UniHaven Child Protection Policy Rev 1.

### Academic Misconduct Prevention

The College will provide teaching and tutor support to clarify exactly what is and what is not acceptable regarding referencing, gathering, and presenting information for





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assessments on the programme to prevent any form of academic misconduct, all forms of which are unacceptable...see more information in UPOL015 UniHaven Assessment and Awards Policy Rev 2 about what constitutes academic misconduct and in UPRO008 UniHaven Academic Misconduct Procedure Rev 1 regarding the academic misconduct disciplinary process.

### Students Complaints and Grievances

Despite the best efforts of the College, students may have real cause for complaint about any aspect of college life. Such complaints and grievances can be aired directly to any staff, via the student representative channel of communication, via student survey forms or through UPRO010 UniHaven Student Complaints and Disciplinary Procedure Rev 1. Such complaint channels will be publicised on the website and LMS. All complaints and subsequent actions will be recorded and stored on the College IT Systems/Servers under the control of the Programme Manager.

### Student Discipline

Student-related policies are communicated to students publicly on the website, on the College learning management system (LMS), and through UDOC002 Student Handbook. The College's expectations of students concerning their general, academic and personal conduct and behaviour will have been communicated in UDOC008 UniHaven Student Charter Rev 1. Both Handbook and Charter documents will be provided to students at their induction. Academic Misconduct suspicions or allegations are dealt with under UPRO008 UniHaven Academic Misconduct Procedure Rev 1 with repeat offences being covered by this procedure. Attendance-related disciplinary issues are covered under UPRO011 UniHaven Attendance Monitoring Procedure Rev 1.

All students must comply with all College policies and with the expectations set out for them in UDOC008 UniHaven Student Charter Rev 1. This is to ensure that a friendly and safe environment exists for all staff and students and one in which mutual respect is promoted for all. The student disciplinary procedure outlined in UPRO010 UniHaven



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Student Complaints and Disciplinary Procedure Rev 1 exists to cover areas where students are in breach of their commitments under this charter or breach of College student policies generally and to cover any other issue that warrants investigation and action, including gross misconduct. The College reserves the right to suspend a student who is suspected of gross misconduct whilst the investigation into the incident is being carried out. Investigations will be conducted promptly to limit the academic impact on the student as much as possible. The College will inform the student in writing of their suspension in such situations.

### Student Data

Students will be informed in advance of programme commencement on how their personal data will be used and stored when engaging with online platforms and while students at the College generally. Students will be issued their own unique student identification number that will be used to identify the student for all College assessments, exams, and awards. Their individual email address will be identified for formal College communication purposes. They will be assigned their logins for LMS access. UPOL020 UniHaven Data Protection Policy Rev 1, UPOL023 UniHaven Data Retention Policy Rev 1, UPOL024 UniHaven Data Security Policy Rev 1 outline how student data is collected, secured and retained while UPOL025 UniHaven Learning Analytics Policy Rev 1 refers specifically to student learning-related data and how it is used.

### Social Programmes

To enhance the student study abroad experience of living and studying in Ireland, the College will organise an appropriate range of local and national cultural, sporting, historical and entertainment activities that expose students to life in Ireland, past and present. These activities will be supervised by a staff member who will be Garda vetted as per UPOL012 UniHaven Garda Vetting Policy Rev 1. As student numbers grow, the College may arrange a more formal 'clubs and societies' approach to student activities.

### Pastoral Care



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The College will provide many types of pastoral care to students from banking accounts and general queries about living in Ireland to a referral service that will refer them to specific mental health, medical and well-being providers, including hospitals and dentists where necessary, such that they are and feel truly taken care of during their time in Ireland. Students will be provided with 6 free counselling sessions by the College. The College will also have an emergency student fund in case students need emergency financial assistance. Should students suffer a serious illness, injury or death, the guardian nominee provider (only if the student is a minor) and/or a member of the College staff will accompany the student to doctor and hospital appointments and provide general support to the student. The Academic Director will be the College liaison person to deal with the student's family, to be the point of contact for any medical or other investigation or calls for information that is essential to help the situation and as agreed with the student and his/her family. Any child protection issues, if relevant, will be dealt with as per UPOL019 UniHaven Child Protection Policy Rev 1.

### Student Retention

Through a mixture of the full range of supports, the College hope that students will complete their programmes successfully. However, issues do arise from time to time. Where appropriate, it will support and encourage students to stay engaged with their programme and learning. If students decide that staying on their programme or in Ireland is not in their best interest, we will facilitate such decisions through the implementation of UPOL007 UniHaven Student Recruitment and Admissions Policy Rev 2 where procedures for deferrals, leave of absence and withdrawals are described.

After Students Leave UniHaven

### Alumni

Once students move on to the College's HEI partners, the College aims to, with students' express permission, stay in contact with them. The College wishes to continue remote contact as a reflection of its commitment to caring for students while at the College and its desire to ensure that its students continue to achieve their education and career goals after they have left the College. It will seek to use a sample of past students as student

ambassadors and for future marketing purposes subject to complying with data protection policies and legislation.

## 5. Procedures and Forms

Procedures, including forms and documents, that are relevant to the implementation of this policy include the below list with survey form examples included in the Appendix.

- UPOL002 UniHaven Lerner Protection Policy Rev 1
- UPOL008 UniHaven Fees and Refund Policy Rev 1
- UPOL012 UniHaven Garda Vetting Policy Rev 1
- UPOL013 UniHaven Teaching and Learning Policy Rev 1
- UPOL014 UniHaven Blended Learning Policy Rev 1
- UPOL018 UniHaven Learner Disability Policy Rev 2
- UPOL019 Child Protection Policy Rev 1
- UPOL020 UniHaven Data Protection Policy Rev 1
- UPOL023 UniHaven Data Retention Policy Rev 1
- UPOL024 UniHaven Data Security Policy Rev 1
- UPOL025 UniHaven Learning Analytics Policy Rev 1
- UPOL026 UniHaven Communications Policy Rev 1
- UDOC001 UniHaven Programme Handbook Rev 2
- UDOC002 UniHaven Student Handbook Rev 2
- UDOC008 UniHaven Student Charter Rev 1



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## Appendix

### Sample Student Teaching Survey

Please rank your modules from easiest to hardest.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

What classroom activities do you learn from the most and why?

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What three things do you believe could improve your classes further?

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How would you rate your teaching experience? Please give detail on what you like and how you think teachers could improve your learning.

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What are you most proud of accomplishing in your study so far?

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## Sample Student Engagement Survey

On a scale of 1 – 5 with 1 being very unhappy, 5 being really happy, and 2, 3 or 4 being somewhere in between, how would you rate your experience in UniHaven under each of the following headings?

Heading	Specific Questions	1	2	3	4	5
Recruitment and Induction	How happy are you with the accuracy of the information provided to you by the College while you were searching for a programme to study?					
	How happy are you with the way we outline our expectations of you when studying in the College after you had completed your induction with us?					
Teaching and Learning	How happy are you with the level of teaching and learning at the College?					
	How happy are you with the online materials and supports to include online tutorials, resources, formative assessments and feedback/responsiveness of staff?					
Student Support	How happy are you with the level of service you get from our staff about the advice that we provide concerning accommodation, transport, finance, medical needs, mental health needs and so on?					
	How happy are you with the academic and pastoral support we give you to help you to achieve your academic aims and ambitions?					
	How happy are you with the availability of the supports made available by the College?					
	How happy are you that the supports made available by the College are adequate for your needs?					
Social Programme	How happy are you with our social programme and the activities we have arranged for you?					
Comments and Suggestions	Please feel free to suggest any improvement above not identified confidentially and anonymously or to better explain a rating from the above list...					
Summary	What stands out as the 3 best things about studying at the College? 1. 2. 3.	What reasons for your answers? _____ _____ _____				
	What stands out as the worst thing about studying at the College and why?					
Overall	How likely are you to recommend the College to a friend? Between 0-100%:					

## Student Registration and Induction Procedure

<i>Quality Assurance Manual (QAM) Chapter 4</i>	
<i>Document Name</i>	Student Registration and Induction Procedure
<i>Procedure Document Number</i>	UPRO002
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	Chief Revenue Officer, Programme Manager, Teachers, Student Support Officer
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1..4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	UDOC000 UniHaven Quality Assurance Manual Rev 2 UPOL007 UniHaven Student Recruitment and Admissions Policy Rev 2 UPOL008 UniHaven Fees and Refund Policy Rev 1 UPOL018 UniHaven Learner Disability Policy Rev 2 UPOL026 UniHaven Communications Policy Rev 1

## 1. Purpose

The purpose of this procedure is to outline the steps involved in the student registration and induction process. The College place critical importance on registration and induction procedures at UniHaven which allows new students to feel welcome and valued and to settle into their programme. Expectations of students and the ethos of the College are communicated to students. All induction activities are provided in an accessible manner in advance of programme commencement.

## 2. Roles and Responsibilities

This procedure applies to all students registering on a programme of study at the College. The Recruitment and Admissions Officer is responsible for ensuring the timely registration of students. It is the responsibility of the Academic Director to approve and sign off supporting documents and marketing materials which will be distributed to students upon registration and induction.

## 3. Documentation

The checklist in the Appendix will be used by the recruitment and admissions office to ensure the College have all information and documents required for registration and programme commencement.

## 4. Procedure

### Registration

Following the Admissions procedure, once students have accepted their programme offer and paid their required tuition fees, they will be registered on the College IT Systems/Servers by the Recruitment and Admissions Officer. Students will receive a registration pack including details of their programme, timetables, and information on induction in advance of their starting date.



## Induction

The College seeks to provide high-quality care and support for students which begins with ensuring that all students receive an appropriate induction. Once semester 1 starts, all students will go through a formal registration and induction week where they will be informed about all aspects of the study and student support in the College. They will have information sessions during the induction on how they can access and use the technology learning tools at the College and the necessary hardware and software required as well as how teaching and learning will be run in the College. Students must be registered to be able to attend classes, access timetables, the library services and all other services.

The Student Support Officer provides information, advice and assistance to all students and will endeavour to answer student queries offering practical support. Their email is [studentsupport@unihaven.ie](mailto:studentsupport@unihaven.ie). The Student Support Officer also deals with issues such as confirmation of registration letters, change of address, or collection of student cards. The student card will be issued by the Student Support Officer during programme induction. If the card is lost, stolen or destroyed, students must report its loss and obtain a duplicate from the Student Support Officer.

Students from outside the European Economic Area (EEA) must register with the Irish Naturalisation and Immigration Service (INIS) following their arrival and registration at the College. They will receive a letter from the College to bring to their appointment with INIS stating all fees have been paid in full and that they are undertaking a full-time programme of study at the College. They will be required to pay a fee of INIS of €300 at the appointment. However, please be aware this fee is subject to change without notice.

Following this, they will receive their Irish Residence Permit (IRP) card which includes their name, address, photograph, and residence details in Ireland. Students residing outside of Dublin City or county must register at their local immigration registration office. These offices are managed by the Garda National Immigration Bureau (police) and located at Garda (police) stations nationwide.

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Induction information sessions are designed to give students a deeper insight into life in Ireland and the culture of the College. Induction activities may include but are not limited to the following:

- Informational Presentations – background and contextual information about the College.
- Policies and procedures including data protection regulations (e.g., data collection and storage for online learning).
- Students will be provided with UDOC002 UniHaven Student Handbook Rev 2 outlining all relevant information about the College but especially the range of student supports available and how to access them. The Handbook is given to students on their first day of induction. It is also available online through the College website.
- UDOC001 UniHaven Programme Handbook Rev 2 – students will be provided with a copy of the Programme Handbook that outlines all academic-related information about their study including blended learning methodologies and assessments at the College.
- Student cards - Student Cards will be issued to students by the Student Support Officer during their induction.
- IT – to include email, logins, usernames, passwords, for Office 365, Claned, and the online library IT system.
- Facilities/Premises Walkabout – to get new students fully spatially aware of their surroundings and the facilities available to them.
- Health, Safety and Emergency Procedures – as relevant to the College premises when it has been identified.
- Opening bank accounts to allow immediate lodgements and payments for services such as accommodation, guardian nominee services etc.
- A full list of supports and activities that are available are fully documented in the Student Handbook and includes the following:
  - College Pathways.
  - The Student Experience.
  - Pre-Arrival.
  - While Studying in College.
  - On Arrival.

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- Induction and Registration.
  - Student Charter.
  - Application Process.
  - Programme Start.
  - Teaching and Learning.
  - Equality, Diversity and Respect.
  - Support Services.
  - Possible Problems.
  - Teaching and Learning.
  - Academic Support.
  - Student Facilities.
  - Information Technology and Computer Services.
  - Email.
  - LMS.
  - Student Representation.
  - Student Interaction.
  - Student Attendance.
  - Students with Disabilities.
  - Students Who Are Minors/Children.
  - Academic Misconduct Prevention.
  - Student Complaints and Grievances.
  - Student Discipline.
  - Student Data.
  - Social Programmes.
  - Pastoral Care.
  - Student Retention.
  - After Students Leave the College.
  - Alumni.
  - General Student Regulations.
  - Refunds.
  - Additional Information.
  - About Ireland.
  - Transport.
  - Accommodation.

- Bank Accounts.
- Electricity/Voltage.
- Shopping.
- Bank Holidays.
- Student Wellbeing.
- Medical Insurance.
- Medical Care.
- Safety.
- Emergencies and Emergency Services.

## 5. Quality Control

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed timetables, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

## Appendix

### Registration Checklist

- Copy of secondary/ high school academic transcripts.
- Evidence of competency in English within 2 years (e.g., IELTS).
- Copy of Passport.
- CV when asked for - outlining academic institutions attended, qualification transcripts and past work experience carried out. This should be presented in chronological order.
- Application Form (online or paper).
- Confirmation of Acceptance.
- Confirmation of Payment(s) received.
- Confirmation of Visa Approval.
- Confirmation of Medical Insurance.
- Next of kin and family/guardian/relative contact details.



## UFORM006 UniHaven Student Application Form Rev 1

### 1. Personal Details

Title: (Mr/Mrs/Miss/Ms)		First Name:				
Last Name:		Maiden Name:				
Gender: Male/ Female		Date of Birth:				
Citizen of:		Country of Birth:				
Country of Residence:		How long have you lived there?				
Main Contact Address for Correspondence:						
Country						
Main Contact Number						
Email Address						
Date of Birth	Day		Month		Year	
Emergency Contact Details						
Contact Name:		Contact Phone:				
Relationship with Emergency Contact						



Do you have any health conditions or special needs which may affect your studies or require us to make special arrangements and to provide extra support for you? (e.g., dyslexia, ASD)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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## 2. Further Details

This section is only to be completed if you are travelling to another country for your programme of study and may require a visa.

Have you lived in the Republic of Ireland?	
If yes, please state the first date of entry to the Republic of Ireland?	

Have you previously applied for a student visa for the Republic of Ireland?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
If YES was your visa approved?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Have you previously applied for a student visa for any other country?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
If YES was your visa approved?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

If your visa application was refused, please provide the details for the refusal.



3. Is an Education Agent assisting you with your application?

If yes, please provide details of your Education Agent below.

Agent Contact Details	
Agent Name:	
Agent Email:	

4. Details of Course (s) To Which You Wish to Apply.

NB: online studies can be taken from any country and have flexible intake dates. (*for further information on courses available please visit [www.unihaven.ie](http://www.unihaven.ie) or contact Sandra Traynor [sandra@unihaven.ie](mailto:sandra@unihaven.ie)*)

Undergraduate Pathway		
Course Name	Course Stream	Month/ Year of Entry e.g. <i>September/ January</i>
Special Purpose Level 5 Certificate in International Foundation Studies	<input type="checkbox"/> Business <input type="checkbox"/> Sport <input type="checkbox"/> IT	<input type="checkbox"/> September <input type="checkbox"/> January <input type="checkbox"/> 2022 <input type="checkbox"/> 2023 <input type="checkbox"/> 2024

Please indicate how you heard of this course?	
Social Media	<input type="checkbox"/>
Internet Search	<input type="checkbox"/>





Education Agent	<input type="checkbox"/>
Other	<input type="checkbox"/>

5. University Progression.

University Partner	University Course Title	Year of Entry
		<input type="checkbox"/> 2022 <input type="checkbox"/> 2023 <input type="checkbox"/> 2024

6. Work Experience & Qualifications Gained

This section should only be completed if in your opinion your work experience can support your course application, where you may not have attained educational qualifications. Please research fully the course you intend to apply for.

ONLY complete this section in line with course eligibility criteria and course information presented by college/University provider.

Work Experience (*please provide a personal CV outlining the roles and responsibilities*)

Employer	Type of Business	Job Title	Full Time/ Part Time	From Month/ Year	To Month/ Year



7. Qualifications Gained (Please provide copies of your certificates and academic transcripts in support of your application\*)

Institution Name & Country	Name of Qualification	Start Date (mm/yy)	Finish Date (mm/yy)	Subjects	Results/ Grades

\*\* Original transcripts will be required prior to registration of any programme. All documents will be reviewed, copied and qualifications confirmed.

8.English Language Level: (Please provide copies of certificates with a date within the last 2 years)

Name of Test (SELT) e.g., IELTS, Cambridge (CELA), TOEFL	Date of Test	Result	Certificate Number



## 9. Financial Requirements & Funding

This section is required on the basis that you will be applying for a visa to travel abroad to study your UniHaven Programme or upon programme completion, progressing to our College/University Partner.

Have you read and understood the financial requirements to study in Ireland?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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How do you propose to fund your studies?		
Sponsored or Government Funded	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Privately Funded	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Financial Loan	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Other	<input type="checkbox"/> Yes	<input type="checkbox"/> No

If sponsored or Government funded, please provide the Name (s) and Addresses of Sponsor/funder (Please provide stamped references on letter headed paper).

Name	
Address	
Telephone Number	
Email Address	
What is the sponsors' relationship to you: e.g. <i>parent/family member, government sponsorship</i>	
Why is your sponsor supporting you in your education abroad	
How much financial support they will be providing	€



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## 10. Checklist for Application Documents

Please find attached the following supporting documents:

- ☐ Copy of Passport.
- ☐ Copy of high school and University (if any) academic transcripts.
- ☐ An up-to-date CV showing work experience (required if there are any gap in your study or if you have work experience.
- ☐ Valid (recognised) English secure qualification as proof of English.
- ☐ If sponsored or Government funded, please provide stamped references on letter headed paper.

## 11. Declaration

I confirm that the information given on this form is true, complete, and accurate and no information requested, or other material information has been omitted.

I understand that the information provided will be held and processed by UniHaven Ltd under the Data Protection Act (the Act) and I give my express consent to the processing of my sensitive data by UniHaven as defined by the Act. I undertake to pay UniHaven by the due date, all fees for tuition and other services and goods supplied to me by UniHaven, should my application be successful.

Tick to confirm you have read and understood the above declaration		<input type="checkbox"/>
Date		
Signature		



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## Notes to Aid Form Completion

Please see the full policies on our website.

### Academic Information

#### Language Level

Students' language level may be tested locally using a recognized English secure test to meet the requirements of the Irish visa application. This test is solely for use in visa application and does not waive the requirement for an English Test upon arrival at UniHaven. On arrival, you may take a full test of English for Academic Purposes to determine your language level and underlying skill set before you begin your studies.

#### College Holidays & Duration of Lessons

UniHaven will define the academic calendar for the year and students may only take holidays during designated College holidays. UniHaven programmes follow a defined syllabus and have a defined number of hours.

#### Attendance

UniHaven requires its students to attend all scheduled lectures, classes, labs, tutorials and computer sessions. Students who fail to attend will be subject to UniHaven's disciplinary code which can, in serious cases, lead to removal from a programme and without recourse to refund.

#### Force Majeure

UniHaven will not be liable in any way to the student in the event of any service contracted to be supplied by UniHaven, becoming impossible to supply because of industrial dispute, natural disaster, contagion or force majeure. UniHaven will not be liable for loss, damage, or injury to persons or property howsoever caused, save where the liability is expressly imposed beyond exclusion by statute. If the World Health Organization (WHO), or an Irish governmental authority issues advice relevant to the temporary closure of educational institutions, UniHaven reserves the right to suspend the college timetable until it is appropriate to safely reinstate it. In such cases, every reasonable effort will be made to provide self-study plans for students.

## Fees and Costs

### Tuition and Administration Fees

These will have been communicated to students before application via our website and by our team as per UniHaven Fees and Refunds Policy. Typically, fees will include the below mandatory and one or more optional fees.

Mandatory student fees include Tuition fees.

- Registration fees.
- Learner protection fees.
- Medical insurance fees.
- Examination fees.
- Progression Fees.
- Fees for programme books, online resources, online study platforms and so on.

Optional additional fees include fees for support services that we may provide to include

- Airport transfers.
- Accommodation arrangements.
- Administration fees relevant to college procedures such as admission appeals, assessment reviews/rechecks, rebooking fees etc.
- Guardian nominee services.

### Methods of Payment

Tuition fees should be paid by Convera/Western Union or bank transfer to the UniHaven bank account details provided.

### Accommodation

UniHaven offers to assist students with 4 weeks of home-stay at the start of their courses to allow them to make their own arrangements for the remainder of their time. The fee for 4 weeks standard homestay is €750, including a non-refundable arrangement Fee of €50 (€850 for students aged under 18 years). If homestay is cancelled two weeks or more in advance of the commencement of accommodation, the Standard home-stay Fee will be refunded. If home stay is cancelled less than two weeks in advance of the commencement of accommodation, no refund will be made.

### Re-Booking Fee

Each time you request a change of course, or type of accommodation after your initial application, UniHaven may charge you a non-refundable re-booking fee of €50, which is payable immediately.

### Arrival Airport Transfers

When you confirm your place, you can indicate if you would like a UniHaven Representative to meet you on arrival at Dublin airport and transport you to your homestay, or another location if organised in advance. This service may be shared and is one way. You will also receive assistance when you travel to UniHaven College from your homestay on your first day. The non-refundable Airport Collection/College Transfer fee is €100.

### Medical Insurance

All UniHaven students are required to have medical insurance. We have negotiated favourable premiums for UniHaven students with a reputable health insurance company. The policy protects you against any expenses incurred through accident or illness. The annual cost of this insurance is €500 for all UniHaven programmes. Please note that this is not a travel insurance policy and does not cover baggage, theft etc. For students requiring a visa to enter Ireland, such insurance is a requirement and must be renewed after 12 months.

### Refund Policy

Refunds are only applicable in certain cases, the full details of which can be found on the college website. Any questions regarding refunds may be sent to the recruitment and admissions office. If you arrive late to a programme or are absent during your programme, no refund will be granted.

### Damage to Property

Students, or those responsible for them, must pay the full cost of any damage they cause to property, whether at the College, their accommodation or elsewhere.

### UniHaven Progression Guarantee

Students who study at UniHaven are eligible for guaranteed progression to a Third Level University or College as per the pathway they choose providing they have met all of the following conditions:

- All invoices have been paid in full.
- Class attendance of more than 85% is achieved.
- All required course work is submitted on time.
- All university/college application deadlines and requirements are met, as advised by UniHaven.
- The student is deemed to have received the required grades as communicated to them by UniHaven via their Conditional Offer Letter.

### Cancellations Policy

All cancellations and withdrawals should be made in writing to a local UniHaven representative office or the UniHaven Head Office. In certain cases, refunds of tuition fees paid may be applicable less non-refundable administration fees. Students should consult the college website for full terms and conditions. These conditions do not affect your rights as defined by the consumer protection laws in Ireland.

### Withdrawals

All withdrawals from courses, before or after commencement, must be communicated to UniHaven promptly using the college withdrawal form. For students requiring a visa to enter Ireland, they should be aware that the terms of their visa allow them to study at UniHaven only and it is not possible to change to another college. Full terms and conditions of withdrawals are available on the college website. A no clearance letter will be issued in these circumstances; however, a statement of attendance will be issued where four weeks advance notice of withdrawal is received. Where a student fails to give four weeks' notice in writing, a statement of attendance can be requested by paying the Irregular Statement Fee of €50.

### Enforcement

All contracts and agreements with UniHaven will be governed by Irish law. Non-enforcement of any of these Term & Conditions does not waive our right to enforce them.



## UniHaven Policy-on-Policy Policy

<i>Quality Assurance Manual (QAM) Chapter 1</i>	
<i>Document Name</i>	Policy-on-Policy Policy
<i>Policy Document Number</i>	UPOL004
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	All staff
<i>Approved By</i>	Academic Council
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	UDOC000 UniHaven Quality Assurance Manual Rev 2 Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016) Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016)



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## 1. Policy Overview

This policy aims to clearly outline and define the processes that underpin the development, approval, issuance, and revision of new and current policies at the College.

## 2. Policy Statement

Policy development is a core activity of the College and allows for the description of best practice relative to the programme being run and the demonstration of consistency with the following regulatory and legislative requirements<sup>1</sup>

- Are informed by QQI quality assurance guidelines.
- Are fully documented and available publicly (published); necessary information is available to staff and the public as required in usable formats.
- Are fit for purpose and appropriate to the provider context.
- Have formal standing within the provider and form part of strategic management.
- Include a role for learners and other stakeholders.
- Promote a culture of quality.
- Facilitate diversity and support innovation.
- Cover any elements of a provider's activities that are subcontracted to, or carried out by, other parties both at home and abroad.
- Demonstrate accountability as a given, but always aim for continuous improvement.
- Are reviewed periodically to ensure they are fit for their purpose and remain effective.
- Are consistent with the requirements of relevant legislation.

Policies must promote best practice and give direction regarding adherence to regulatory and legislative requirements. A policy document is organised through a series of expected headings. The content of this document guides informed decision-making and significantly improves the consistent application of a policy and associated procedure to ensure clarity and fairness to students and staff. Procedures are distinct from policies and are a series of steps that complement the effective implementation of a policy in the live

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<sup>1</sup> Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016), section 2.1

environment. Some procedures are outlined at the end of each policy document and others exist as standalone documents. Where procedures exist as standalone documents, their revision and introduction should follow the process set out in this policy.

### 3. Roles and Responsibilities

This policy should be used by all staff, students, agents, and stakeholders engaged in policy development and implementation. All staff have responsibility for implementation and adherence to all policies as relevant to their roles and areas of responsibility. External stakeholders, e.g., external members of committees, recruitment agents etc., and students for all student-related matters, will be impacted by the implementation of College policies.

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed schedules, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

### 4. Policy

College policies are summarised in chapters one to twelve of the UniHaven Quality Assurance Manual (QAM). The QAM, policies and procedures will be communicated directly to those who work with us as relevant and will be published on internal and external websites for the benefit of students, staff, and stakeholders. College policies are approved for use by Academic Council (AC). The Academic Director is responsible for ensuring compliance with the quality assurance policies and procedures concerning academic affairs and student supports within the College.

Procedures for the issuance and/or formulation of the policy outlined here apply only to policy developed or revised after the date of implementation of this specific policy other than those approved for initial use by QQI while this policy is also approved for first use.

All other College policies have been drafted as per the template outlined in this policy for consistency. All subsequent revisions of all policies will be completed under this policy.

The principles outlined in this policy must be adhered to when developing policies for use in the College. It is vital for the efficient and effective development of policy that relevant and competent staff write and review new and existing policies, respectively. This will also help to ensure that such policies remain up to date and fit for purpose. All staff who develop or revise policy must have an in-depth understanding of the matter being developed and must fully adhere to the policy development requirements set out in this policy document. The below policy development process must be followed at all times.

## 5. Procedures and Forms

College policies are developed according to the below series of steps.

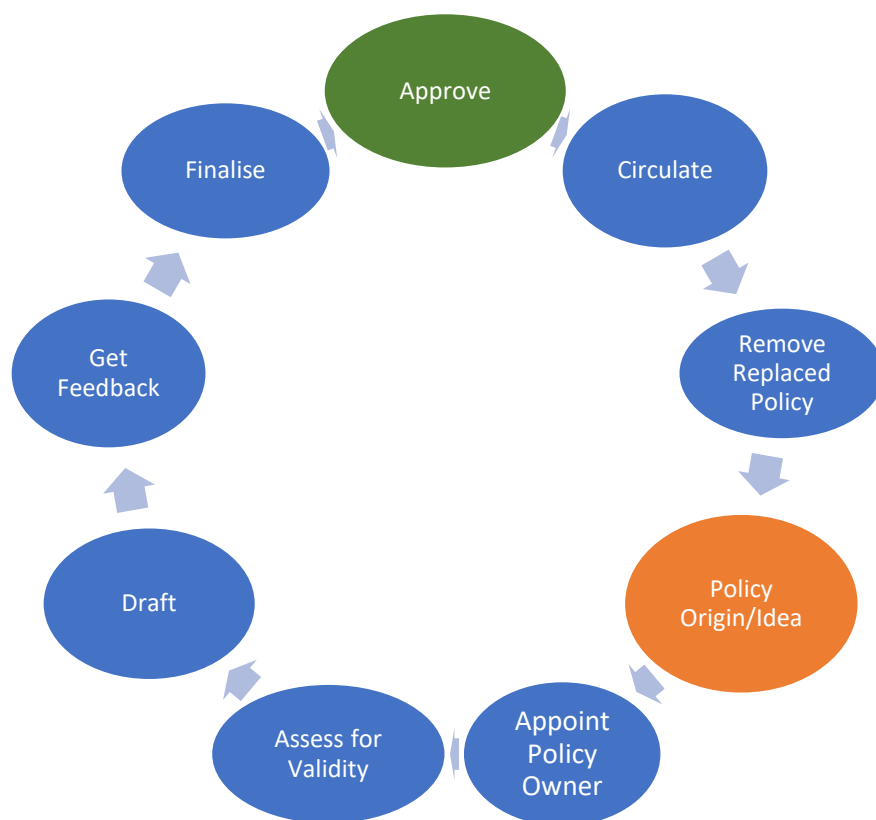


Figure 1: The Policy Development Cycle



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### Policy Origin/Idea

The origins of a new policy can come from the external regulatory environment where, for example, new laws or regulations demand it, from an internal suggestion by any member of staff or from any of our stakeholders to include students, external examiners, agents, advisors and so on. Ideas or submissions regarding proposed new or policy amendments should be forwarded in all instances to the Programme Manager or Academic Director. The Academic Director decides how best to proceed.

### Appoint Policy Owner

The Academic Director is responsible for appointing a policy owner to a given policy. It is the responsibility of the policy owner to ensure that given policies are up-to-date and reflective of accreditator, regulatory and sectoral best practices. The policy owner is responsible for progressing the draft policy document fully through initial origin or idea or modification proposal through to its consideration by AC.

### Assess for Validity

The policy owner under the direction of the Academic Director must ensure that the need for a new or updated policy – other than when a scheduled revision is due – is a valid one in the context of the regulations and the needs of the College. Areas to assess include if the policy already exists, whether a revision to an existing policy is a better way to proceed if modifications or new policies will ensure compliance with programme validation, regulatory requirements and so on.

### Draft

The policy owner is responsible for producing the first draft either by writing him/herself or by assigning this to a competent member of staff. Either way, the policy owner is fully accountable for the draft policy that is forwarded for refining and ultimate approval by AC.

### Get Feedback

The policy owner ensures that the initial draft is circulated to appropriate members of staff and external individuals/groups as relevant for consultation. All College staff must, where requested, contribute to the development of policy or associated procedure development.

### Finalise

Once the consultation is complete, the policy can be finalised and forwarded to AC for approval.

### Approve

All new QA policies must progress through a process of consideration and approval by AC before its implementation in practice. AC has the right to call for further changes and improvements before ultimately approving a policy and, although rare, may deny a policy introduction should it deem this necessary. Changes to existing policies or procedures or proposals for new policies and procedures are referred to QCI for approval before implementation in the College.

### Circulate

The Academic Director is responsible for circulating the new policy, procedure, or update and for publishing it. This involves revising other live documents where the policy is referenced where necessary, including insertion into /referencing from the QAM if relevant. This step also includes the need for the Academic Director to ensure that relevant staff (see UPOL010 UniHaven Staff Learning and Development Policy Rev 1), agents (see UPOL027 UniHaven Agent Policy Rev 1) and stakeholders receive training on the revised policy or procedure. Once approved, policies are made publicly accessible for wide dissemination with a copy held by the Academic Director also as per UPOL026 UniHaven Communications Policy Rev 1.



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## Remove Replaced Policy

The Academic Director is responsible for ensuring that the previous policy or procedure revision, where relevant, is removed from physical and electronic circulation. This step is key to the integrity of the College document control system and to ensuring that only live, up-to-date policies are being implemented in College.

## Policy Format

Policy naming is as follows: UPOLXXX UniHaven XXXXXXXXXX Policy with 'QQI' added in after 'UniHaven' in the policy name where a new policy needs to be submitted to QQI for approval. This policy is stored in a secure folder on the IT Systems/Servers with the revision number of the policy being 1 more than the last live policy number in sequence for existing policies and the policy number being 1 more than the last live policy for new policies. This server has restricted access to the CEO, Academic Director and Programme Manager.

The format of policies in the College is standardised to promote consistency with the following table and subsequent headings mandatory:

### Policy Title

<i>Quality Assurance Manual (QAM) Chapter X (Refers to a specific Chapter of the QAM)</i>	
<i>Document Name</i>	
<i>Policy Document Number</i>	
<i>Version Reference</i>	
<i>Document Owner</i>	
<i>Roles with Aligned Responsibility</i>	
<i>Approved By</i>	
<i>Approval Date</i>	
<i>Date Policy Becomes Active</i>	
<i>Revision Cycle</i>	
<i>Revision History/Amalgamation History</i>	
<i>Additional Information</i>	
<i>References/ Supporting Documentation</i>	



- 
- Policy Overview
    - Summary of why it exists
  - Policy Statement
    - Background and Context referencing relevant legislation as appropriate.
  - Roles and Responsibilities
    - Who will implement the policy
  - Policy
    - The policy itself.
  - Procedures and Forms
    - Related procedures and forms...either detailed or referenced, as appropriate.

This order allows clarity and ease of navigation. Additional headings may be added as required. College documentation should be presented in Optima font size eleven at 1.5 line spacing. The template described in this policy should be always utilised and an editable copy is available from the Academic Director.



## Fire and Emergency Procedure

<i>Quality Assurance Manual (QAM) Chapter 5</i>	
<i>Document Name</i>	Fire and Emergency Procedure
<i>Procedure Document Number</i>	UPRO004
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	All staff
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	3.2.2023
<i>Date Procedure Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	UDOC000 UniHaven Quality Assurance Manual Rev 2 UDOC004 UniHaven Health and Safety Statement Rev 1

## 1. Purpose

This procedure outlines the fire and emergency procedure for staff whether located at the Naas office or the College in Maynooth.

## 2. Roles and Responsibilities

All staff must comply with fire and emergency procedures as relevant to the building in which they are located on a given day. Currently, the CEO acts as the Health and Safety Officer and is responsible for the implementation of the procedure.

## 3. Documentation

UDOC004 UniHaven Health Safety Statement Rev 1 provides overarching guidance as to the College's policy on health and safety generally, but this procedure covers student and other emergency response procedures in more detail.

## 4. Procedure

### Student Offsite Emergency

The College will provide minor students with a Guardian Nominee provider who will act as emergency support with contact details being provided to students on entering into agreements with them. Whether a minor student or not, all students will have access to the College emergency number that will be provided to students at induction. If a student is involved in any emergency situation including crime, illness, injury or other, they or, if relevant, their family or Garda/medical/emergency member should contact the College emergency number to set in motion the following College procedure:

1. The staff member who has the phone will notify the Academic Director. The Academic Director will be the College liaison person to deal with the student's family, to be the point of contact for any medical or other investigation or calls for information that is essential to help the situation and as agreed with the student and his/her family. The Guardian Nominee provider will work with the Academic Director in this context for minor students in their care. Should the Academic

Director be unavailable, the CEO (first) or Programme Manager (second) will step in.

2. The Academic Director will travel to the site where the emergency has occurred.
3. S/he will meet the student to see if they are OK and will liaise with the emergency services, Garda/Police, hospital staff or other relevant personnel to help the student in whatever way is appropriate and possible. If the student cannot be spoken to for whatever reason, s/he will get as much information as possible from those present.
4. S/he will then contact the student's family/guardian/relatives based on the information provided by the student at registration and brief them on the situation.
5. S/he will also brief the CEO as soon as is possible so that s/he can help to manage any media or other contacts/communications that may be necessary and to trigger release of funds from the College's student emergency funds to provide financial assistance if relevant.

### Fire Emergencies

Should staff be the ones to notice a fire, it is vital that they sound the alarm immediately also notify everyone else in the building of the fire present. Should the fire alarms sound, they will be loud and continuous as per fire drill alarms. Staff in either building will have been informed of local building fire procedures including alarms and fire drills, fire warden name, and assembly areas when they first start working in either building.

#### If discovered:

1. Activate fire alarm.
2. Call emergency services and give building address.
3. Evacuate building following fire route.
4. Ensure that all students have left the area with you.
5. Report to the assembly point.
6. Take attendance as far as possible – update if any students/employees are known to be missing.
7. Contact site emergency contacts.
8. Keep driveways and access clear for the emergency services arrival.

#### Do:



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1. Follow the instruction of any fire wardens or members of the emergency services.
  2. Close classroom windows and doors as you travel, if safe to do so.
  3. Alert colleagues and students to the need to evacuate.
  4. Ensure you are familiar with the assembly point.

Do Not:

1. Stop or travel to collect belongings.
2. Attempt to tackle the fire.
3. Use the lift/elevator.
4. Attempt to re-enter the building or allow anyone else to do so until the all-clear has been given.
5. Leave site without updating a senior staff member.

Student On-Site Medical Emergencies

Stay Calm if student/employee is in distress:

1. Call emergency services 112 or 999.
2. Do not move the person unless they are at a risk of further injury.
3. Seek a qualified first aider to administer first aid in line with first aid training.
4. Call site emergency numbers if relevant.

Do:

1. Stay on the line with emergency services to get guidance until they arrive.
2. Get assistance from fellow staff.
3. Ask other persons to get assistance if needed.

Student Onsite Violence – Verbal or physically violent behaviour witnessed – including towards yourself or others within the vicinity

1. Wherever possible move yourself and anyone else away from the student/s.
2. Notify the emergency site contacts for support.



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3. Secure area if possible, e.g., close door to room.
  4. If risk of injury to yourself or others, reasonable force in restraining the student can be actioned.

Do:

1. Remain calm and ensure you speak in a calm, clear voice.
2. Ensure that you and other students/employees are safe as a priority.

Do Not:

1. Retaliate any threats with threats.
2. Laugh, mock or joke with anyone threatening you.

Onsite Employee/External Persons Violence – Verbal or physically violent behaviour witnessed from employees or external persons i.e., contractor, visitor

1. Remove yourself and anyone else away from the person/s wherever possible.
2. Call the emergency site contacts for support.
3. Wherever possible put a physical barrier between yourself and the person/s exhibiting violent behaviour.

Do:

1. Remain calm and speak in a calm, clear voice.
2. Remove yourself from the situation as far as possible.

Do Not:

1. Retaliate any threats with threats.
2. Laugh, mock or joke with anyone threatening you.



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### Onsite Student – Threatening to self-harm/hurting themselves/Suicidal thoughts

1. Stay with the student.
2. Contact site emergency contacts or ask another employee to do so.
3. Ensure any other student in the vicinity leave the area.
4. Speak calmly and clearly do not make sudden movements or raise your voice.
5. Only restrain if there is no risk of injury to yourself.

#### Do:

1. Stay with the student until help arrives
2. Ask open questions and keep the student talking

#### Do Not:

1. Raise your voice.
2. Suggest that the behaviour is silly or question their intentions.

### Onsite Employee/External Persons - Threatening to self-harm/hurting themselves/Suicidal thoughts

1. Stay with the person/
2. Contact the emergency services T 112 OR 999.
3. Contact site emergency contacts or ask another employee to do so if possible.
4. Remove any students or other employees from the vicinity.
5. Speak calmly and do not make sudden movements or raise your voice.

#### Do:

1. Stay with the student until help arrives.
2. Ask open questions and keep the student talking.

#### Do Not:



- 
1. Raise your voice.
  2. Suggest that the behaviour is silly or question their intentions.

### Onsite Armed Intruders

If possible, to do so safely evacuate the building with any other students/employees

1. Hide if unable to safely evacuate the building.
2. Call emergency services if safe to do so.
3. Contact site emergency contacts if safe to do so, can do so via text/email rather than call.
4. Put mobile phone on silent, instruct students/employees to do the same.
5. Assess the situation and remain calm.
6. Follow any instruction from authorities.
7. Account for all students under your supervision.

### Do:

1. Keep students and employees around you calm.
2. If possible, when hiding and if safe to do so.
3. Turn off lights.
4. Move out of sight as far as is possible.
5. Close blinds or curtains.

### Do Not:

1. Attempt to disarm the intruder/s.
2. Threaten the intruders.
3. If directly involved/in contact with intruder/s.
4. Follow any instructions given.
5. Remain calm.
6. Do not argue with the intruders.
7. Do not try and be a hero.
8. If students are involved, keep them calm and minimise where possible their interaction with the intruder/s.



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## Hazardous Materials

Chemicals, Blood Borne Pathogens, Biological and Radiological Materials, Tear Gas, Toxic Fumes

1. Follow local procedures for spills or suspected leaks.
2. Radioactive materials – Follow guidance of local staff and procedures.

## Evacuation (if instructed)

1. Evacuate from crisis area to safe area as instructed.
2. Wait for instructions.

## Reporting Suspected Issue:

1. Remove any employees/students away from the source.
2. Report materials, leaks/odours to site emergency contact list member.
3. Be prepared to describe the type of material.
4. Avoid contact and do not clear up if you are unsure what the material is.
5. If possible close the doors and windows to room when exiting.
6. Stay upwind from effected area.

Note: Always suspect airborne hazard. Many materials are invisible and odourless.

## Severe Storm

1. Be prepared to move to a safe area, away from windows.
2. Ensure all windows and doors are secured.
3. Do not panic.
4. Follow instructions from Senior Management Team.





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## Shelter In Place/Invacuation

### Secured Perimeter/Site

1. Bring all students into the building unless otherwise instructed.
2. All exterior doors will be locked and secured.
3. Immediately take attendance.
4. Keep away from windows.
5. Teacher to remain with class until “all clear” signal is provided.
6. Remain calm. Act as if there is no reason to change routine.
7. No one will be allowed into the building during a “shelter-in-place”.

### Student With Gun or Weapon

1. If safe to do so alert the site emergency contacts – e.g., if student leaves the area.
2. Be compliant with the student - if the gun/weapon is not being displayed and no one is being threatened, time is on your side.
3. Assess the situation and remain calm.
4. Await further instructions from the Gardai/Police.
5. Follow instructions quickly without comment.
6. Do not threaten or attempt to intimidate or disarm the student.
7. If students are involved, attempt to keep them calm and minimize their involvement with the intruder.
8. Account for all students under your supervision.

### Kidnapping/Hostage

1. Contact emergency services.
2. Notify site emergency contacts.
3. Try to calmly persuade the abductor not to commit the act.
4. Note physical appearance (e.g., type and colour of clothing; make, model, license plate of vehicle used in abduction).



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### If taken hostage:

1. Remember you are NOT the person in control of the situation.
2. Cooperate with the abductor and follow instructions.
3. Try to find a way to notify others of the situation.
4. Do NOT try to be a hero.
5. Try not to panic; calm students if they are present.
6. Treat the abductor as normally as possible.
7. Ask permission to speak and do not argue or make suggestions.
8. Be prepared for intervention to occur at any time.

### Gas Leak

***\*DO NOT USE PHONES LINES\****

1. Shut off main gas valve if possible or ask local staff to do so.
2. Activate the fire alarm system.
3. Once clear of building inform site emergency contacts.
4. Use emergency (exit) stairwells in evacuating the building(s).
5. DO NOT USE ELEVATOR

### Opioid Overdose

Signs of an opioid overdose (what to look for):

- Blue skin tinge- usually lips and fingertips show first signs.
- Body very limp.
- Face very pale.
- Pulse (heartbeat) slow, erratic, or not there at all.
- Throwing up.
- Passing out.
- Choking sounds or a gurgling/snoring noise.
- Breathing is very slow, irregular, or has stopped.
- Unable to respond.



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### Responding to an opioid overdose

If an individual is unresponsive:

1. Call 112 or 999 to get help.
2. Check airway, breathing and pulse.
3. If not breathing, perform CPR if qualified or see if a local first aider can do so.
4. If unconscious but breathing, carefully place them on their side, loosen clothing, keep them warm.
5. Notify the site emergency services.
6. Try to determine/identify drug(s), and/or drug paraphernalia (needle in/on/around the individual, spoons, bottle caps, plastic baggies, etc.) or alcohol, Rx bottles.
7. Stay with the person until help arrives.

### 5. Quality Control

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed timetables, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

## Cookie Policy

<i>Quality Assurance Manual (QAM) Chapter 9</i>	
<i>Document Name</i>	Cookie Policy
<i>Procedure Document Number</i>	UPOL022
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	All non-academic staff, Academic Manager, Programme Manager, Teachers
<i>Approved By</i>	Academic Council (A.C.)
<i>Approval Date</i>	3.2.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	UDOC000 UniHaven Quality Assurance Manual Rev 2 Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016) Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016) The Data Protection Acts 1988 and 2003 (as amended) Data Protection Legislation including Article 5 guidelines on (GDPR) General Privacy Data Regulations UPOL020 UniHaven Data Protection Policy Rev 1 UPOL021 UniHaven Privacy Policy Rev 1 UPOL023 UniHaven Data Retention Policy Rev 1 UPOL024 UniHaven Data Security Policy Rev 1

## 1. Policy Overview

This policy outlines the College's policy on Cookies so that the College is compliant with relevant GDPR legislation. This Cookie Policy relates to the College website, <http://www.unihaven.ie/>, and should be read in conjunction with the College's overarching GDPR policy, UPOL020 UniHaven Data Protection Policy Rev 1, and with UPOL021 UniHaven Privacy Policy Rev 1.

## 2. Policy Statement

Cookies and similar technologies are very small text documents or pieces of code that often contain a unique identification code. When a user visits a website or uses a mobile application, a computer asks the user computer or mobile device for permission to save this file on their computer or mobile device and gain access to information. Information collected through cookies and similar technologies may include the date and time of the visit and how users use a particular website or mobile application. Further information on cookies can be found at [http://ec.europa.eu/ipg/basics/legal/cookies/index\\_en.htm](http://ec.europa.eu/ipg/basics/legal/cookies/index_en.htm).

User consent applies to the following domain: [www.unihaven.ie](http://www.unihaven.ie) being the College website and it uses cookies to personalise content and ads, to provide social media features, and to analyse user traffic. The College also shares information about users' use of the site, social media, and advertising with the College's analytics partners who may combine it with other information that users have provided to them or that they've collected from users' use of their services. Users' consent to these cookies if they continue to use the website. To ensure the College complies with the use of cookies and online tracking in line with current EU rules and regulations (ePrivacy Directive (ePR) and GDPR) it offers the following information about cookies and the use of cookies.

- The law states that the College can store cookies on a user device if they are strictly necessary for the operation of this site. For all other types of cookies, user permission is required.
- This site uses different types of cookies. Some cookies are placed by third party services that appear on the College's website or social media pages.
- Users can at any time change or withdraw their consent from the Cookie Declaration on the website.

Users can learn more about the College, how they can contact the College and how personal data is processed in UPOL020 UniHaven Data Protection Policy Rev 1 and UPOL021 UniHaven Privacy Policy Rev 1.

### 3. Roles and Responsibilities

The College's Data Protection Officer (DPO) is the owner of this policy, but the Chief Revenue Officer is responsible for its implementation for the benefit of website users such as students, their families and stakeholders. The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed schedules, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

### 4. Policy

The College uses cookies to help improve user experience on the site and to help to understand what content is most useful to visitors. Furthermore, depending on user preferences, the cookies may be used to present users with targeted advertisements that match users' interests. For the College website, [unihaven.ie](http://unihaven.ie),

- Cookies are used only by the College's related online systems.
- Certain cookies are essential to the proper functioning of these systems.
- The college only uses analytics cookies to help understand what content is most useful to visitors.
- Cookies are not used by the website to store any personal information.
- The College uses some session cookies to make navigation through the website smoother. These are automatically deleted after users close their web browser.
- The College uses persistent cookies to manage return visits. For example, the use of this type of cookie indicates how many repeat visits the site receives compared with new visits.



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## Cookies and collection and use of technical information.

Information on internet traffic is collected routinely by the College and by its service providers. This technical information is used to ensure the smooth running of the College's computer network and for statistical or administrative purposes. It is not used to gather identifiable personal information on individual website visitors, except in so far as this is permitted by law and may be necessary to prevent or detect problems or offences concerning the operation of the website. This information may be used to evaluate users' use of the website and to improve the website service. It is stored and used in the aggregate only and is not used to obtain personal data or to contact users personally.

### Cookie Types

#### First Party Cookies

The College uses a service called Google Analytics to collect data about the number of visits to pages of the site, and the journey of visitors through the site. This helps the College to optimise the site design. The Google Analytics cookies used on the site are listed in the table below. These are first-party cookies. More Information is available through the following links:

- [Google's Privacy Policy.](#)
- [Google Analytics Cookie Usage on Websites.](#)
- [How to opt-out of Google Analytics.](#)

The below table lists the first-party cookies currently in use.

Cookie Name	Provider	Purpose	Duration
__Secure-3PSID	.google.com	Targeting cookie. Used for targeting purposes to build a profile of the website visitor's interests to show relevant & personalised Google advertising	2 years

SIDCC	.google.com	Used to store information about how you use the website and any advertising that you may have seen before visiting this website, in addition to being used to help customise advertising on Google properties by remembering your most recent searches, your previous interactions with an advertiser's ads or search results and your visits to an advertisers website.	2 years
__Secure-3PAPISID	.google.com	Targeting cookie. Used for targeting purposes to build a profile of the website visitor's interests to show relevant & personalised Google advertising.	2 years
APISID	.google.com	Targeting cookie. Used for targeting purposes to build a profile of the website visitor's interests to show relevant & personalised Google advertising.	2 years
__Secure-3PSIDCC	.google.com	Targeting cookie. Used for targeting purposes to build a profile of the website visitor's interests to show relevant & personalised Google advertising.	1 Year
SSID	.google.com	Used to store information about how you use the website and any advertising that you may have seen before visiting this website, in addition to being used to help customise advertising on Google properties by remembering your most recent searches, your previous interactions with an advertiser's ads or search results and your visits to an advertisers website.	2 Years
SID	.google.com	Used for security purposes to store digitally signed and encrypted records of a user's Google account ID and most recent sign-in time which allows Google to authenticate users, prevent fraudulent use of login credentials, and protect user data from unauthorised parties. This can also be used for targeting purposes to show relevant & personalised ad content	1 Year



HSID	.google.com	Used for security purposes to store digitally signed and encrypted records of a user's Google account ID and most recent sign-in time which allows Google to authenticate users, prevent fraudulent use of login credentials, and protect user data from unauthorised parties. This can also be used for targeting purposes to show relevant & personalised ad content. Expiry:	1 Year
SAPISID	.google.com	Used for targeting purposes to build a profile of the website visitor's interests to show relevant & personalised Google advertising.	2 Years
bm_mi	.cookiebot.com	Used in context with the website's BotManager. The BotManager detects, categorizes and compiles reports on potential bots trying to access the website.	1 Day
_abck	.cookiebot.com	Used in context with the website's BotManager. The BotManager detects, categorizes and compiles reports on potential bots trying to access the website.	1 Day
ak_bmsc	.cookiebot.com	Used in context with the website's BotManager. The BotManager detects, categorizes and compiles reports on potential bots trying to access the website.	1 Day
bm_sz	.cookiebot.com	Used in context with the website's BotManager. The BotManager detects, categorizes and compiles reports on potential bots trying to access the website.	1 Day
1P_JAR	.gstatic.com	Targeting cookie. This cookie sets a unique ID to remember your preferences and other information such as website statistics and track conversion rates.	30 Days
newsletter	unihaven.ie	Subscription to Newsletter	8 Months

_gid	.unihaven.ie	The cookie is used to store information on how visitors use a website and helps in creating an analytics report of how the website is doing. The data collected including the number of visitors, the source where they have come from, and the pages visited in an anonymous form.	1 Day
__tawkuuid	Tawk.to	This cookie is used to identify the visitor via their log-in information to provide online assistance, via a chat-box system - this system is provided by Tawk.to	6 Months
CONSENT	.google.com	Stores visitors' preferences and personalizes ads.	Persistent
SEARCH_SAMESITE	.google.com	This cookie is used to prevent the browser from sending this cookie along with cross-site requests.	6 Months
ANID	.google.com	Cookie is used for advertising served across the web and stored in google.com. Persistent cookie.	18 Months
ajs_anonymous_id	.loom.com	This cookie is used to count how many times a website has been visited by different visitors - this is done by assigning the visitor an ID, so the visitor does not get registered twice.	1 Year
fs_uid	.loom.com	This cookie contains an ID string on the current session. This contains non-personal information on what subpages the visitor enters – this information is used to optimize the visitor's experience.	Persistent
ajs_user_id	.loom.com	Collects data on visitors' preferences and behaviour on the website - This information is used to make content and advertisement more relevant to the specific visitor.	Persistent
bm_sv	.cookiebot.com	Used in context with the website's BotManager. The BotManager detects, categorizes and compiles reports on potential bots trying to access the website.	1 Day

NID	.google.com	Preferences cookie. Used to store preferences in a unique Google ID to remember your information, such as your preferred language (e.g. English), how many search results you wish to have shown per page (e.g. 10 or 20), and whether or not you wish to have Google's SafeSearch filter turned on. These preferences can be used for optimised &/or personalised advertising on Google networks	6 Months
TawkConnectionTime	Tawk.to	Allows the website to recognise the visitor, to optimize the chat-box functionality	Session
ss	Tawk.to	Allows the website to recognise the visitor, to optimize the chat-box functionality	Session
gdpr-core-privacy-box	unihaven.ie	Saves cookies selected	1 Month
wordpress_test_cookie	unihaven.ie	Tests that the browser accepts cookies	Session
_ga	.unihaven.ie	Enables visits and visitors to be recorded.	2 Years
intercom-id-r70azrgx	.unihaven.ie	This cookie optimizes the function of the website.	6 Months

### Session Cookies

Session cookies are stored temporarily during a browsing session and are deleted from the user's device when the browser is closed.

### Persistent cookies

This type of cookie is saved on your computer for a fixed period and is not deleted when the browser is closed.

### Third-party cookies

The website, like most websites, includes functionality provided by third parties. A common example is an embedded YouTube video or an embedded google map. For example, when users visit a page with content embedded from, Google, Twitter, YouTube or Facebook, these service providers may set their cookies on users' web browser. For example, Facebook sets cookies via the website if you 'like' one of the posts on the College



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website and Twitter sets cookies via the website if users “tweet” one of the posts on the website.

Use of Cookies at [www.unihaven.ie](http://www.unihaven.ie)

[www.unihaven.ie](http://www.unihaven.ie) uses cookies only for functionality that is strictly necessary for services that are explicitly requested by the user for their session as per Regulation 5(5), SI 336 of 2011 (the ePrivacy Regulations). This website uses session cookies. Session cookies are used to deliver the basic functions of a website, i.e., to allow pages to remember technical changes or selections users may make between pages. Session cookies are temporary cookies and are generally erased when users close their browser.

#### Web Browsing and Managing Cookies

Within a user’s browser, users can choose whether they wish to accept cookies or not. Different browsers make different controls available, and so the College provide links below to popular manufacturers' instructions on how users can do this. Generally, the browser will offer users the choice to accept, refuse or delete cookies at all times, or those from providers that the website owners use ("third party cookies"), or those from specific websites such as

- [Google Chrome](#)
- [Internet Explorer](#)
- [Firefox](#)
- [Safari](#)
- [Safari Mobile](#)

By simply visiting the website users do not disclose, nor does the College collect personal data. The information collected about the visit is limited to technical data such as:

- The Internet address (or IP address) of the device used to access this website.
- Whether users reached the site using a search engine or if they clicked a link on another website.
- The type of web browser used.
- The type of device used to access the Internet.

The College uses this data for administrative and statistical purposes as well as to help to improve the website. This technical data does not provide the College with the personal data of visitors to the website.

### User Rights

According to the General Data Protection Regulation 2016/679, users have a right to obtain a copy of the data held about them for a fee. Also, if incorrect information is held about them, users have a right to request that this information is amended or erased. Further information on your rights under the Data Protection legislation is available from UPOL020 UniHaven Data Protection Policy. This statement should not be construed as a contractual undertaking. The College reserves the right to review and amend this statement at any time without notice and users should therefore re-visit this webpage from time to time. Any queries or concerns you may have about the processing of personal information on this website should be addressed to [dpo@unihaven.ie](mailto:dpo@unihaven.ie).

## 5. Procedures and Forms

The policy should be read with the following policies and procedures:

- UPOL020 UniHaven Data Protection Policy Rev 1.
- UPOL022 UniHaven Cookie Policy Rev 1.
- UPRO012 UniHaven Data Subject Access Request Procedure Rev 1.
- UPRO013 UniHaven Data Security Breach and Reporting Procedure Rev 1.

## Risk Management Policy

<i>Quality Assurance Manual (QAM) Chapter 2</i>	
<i>Document Name</i>	Risk Management Policy
<i>Procedure Document Number</i>	UPOL003
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	All company staff
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	UDOC000 UniHaven Quality Assurance Manual Rev 2 Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016) Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016)

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## 1. Policy Overview

This policy is designed to ensure that risk is identified, analysed, reviewed, managed/actioned and where possible prevented across all aspects of the College. The policy aims to mitigate any identified risks for the benefit of our College, its students, and stakeholders. The policy provides a framework to support College management and staff in formally identifying, assessing, managing, mitigating, and reporting risk.

## 2. Policy Statement

QQI calls on all providers of education and training to have procedures in place for the identification, assessment, and management of risk<sup>1,2</sup>. Risk can be thought of as a possible loss or other adverse consequence that has the potential to impact the ability of the College to achieve its objectives and to fulfil its mission. The College has, therefore, developed procedures to ensure that the way it is run, the way it manages its academic affairs and the way it deals with stakeholders is done in such a way as to avoid undermining the integrity of the education offered or the award to which it leads.

## 3. Roles and Responsibilities

The Board of Directors (BoD) has ultimate responsibility for risk. Operationally, the CEO with the Executive Management Team (EMT) reports to BoD on all risk matters while the Independent Chair of Academic Council (AC) reports to BoD for College-specific risk. All staff are expected to have an ongoing monitoring role to detect any emerging risks and to ensure such risks are brought to EMT or AC for mitigation and management. Urgent or imminent risks detected by staff should be reported to the Programme Manager and brought to the attention of EMT immediately.

The risk-related responsibilities of the CEO are summarised to

- Lead the company-wide approach to the management of risk.
- Implement this risk management policy.
- Ensure all staff are provided with guidance appropriate to their roles and responsibilities.

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<sup>1</sup> Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016), section 2.1.1 d

<sup>2</sup> QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016), section 3

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The risk-related responsibilities of the AC Independent Chair are to

- Ensure risk is recorded, discussed, and actioned at AC.
- Forward risk recommendations to BoD for action.

All staff are responsible for overseeing risk management in their respective functions. Responsibilities include:

- Reviewing risk in their areas of responsibility.
- Risk identification as regards escalating any gaps or weaknesses that they believe can increase the risk to the student, the academic offerings, and the College.
- Advising the Academic Director or Programme Manager of risks that might have significance to the College.
- Escalate urgent risks to EMT directly or via AC as the need arises.

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed schedules, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

#### 4. Policy

Risk extends to:

- The College's academic integrity.
- The avoidance of academic or other fraud associated with the academic provision and related services.
- Ensuring that the College has the necessary capacity to provide adequate services to the number and type of students recruited.

The benefit of managing risk assures that:



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- Adverse events will not happen or are less likely to happen.
  - Beneficial outcomes will be achieved or are more likely to be achieved.
  - Awareness of managing risk becomes embedded in College ethos and culture.
  - Provides a framework that enables future activity to take place in a consistent, controlled and risk-mitigated manner.
  - Improves decision-making, planning, and understanding of opportunities and threats.
  - Contributes to more efficient employment of people, premises/facilities, and resources.
  - Protects and enhances the College academic reputation.
  - Develops and supports people.

The management of risk will inform College decision-making processes. Effective management of risk allows the College to improve its strategic, operational, and financial management. Managing risks can also help to minimise financial losses, service disruption, adverse publicity, and compensation claims. Risks can exist at several different levels and when the risk materialises, it can impact at these levels resulting in increased working, increased costs and adverse or positive impact on reputation. The levels may be Strategic, Operational, Financial, Reputational, Regulatory and Compliance.

Risk management is a standing agenda item at monthly EMT, and all AC meetings and company risk management is a standing agenda item at quarterly BoD meetings. At each meeting, the risk is discussed in the context of

- Reviewing the Risk Register to ensure that risk has been captured, that policy and guidance have been consistently adhered to and that agreed actions have been carried out.
- Monitor the effectiveness of risk management policy and process. Risk management needs to be a continuous process. As our activities evolve, new risks may emerge, or the potential impact of existing risks may change. The incidence of risk must be reviewed to see whether it has changed over time. Some will be terminated, and control measures will need to be updated in response to changing

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internal and external events. Others may need ongoing monitoring and review to assess the potential for the likelihood and/or impact levels to change.

The process for managing risk is outlined in the next section.

## 5. Procedures and Forms

The key form relevant to this policy is the Risk Register, a template of which is outlined in the Appendix. This Risk Register is maintained by the CEO and is discussed at AC, EMT and BoD meetings. The 4-step process for managing risk at the College is as follows:

- Identify the Risk.
- Assess the Risk.
- Action the Risk.
- Monitor and Review the Risk.

### 1. Identify the Risk

All staff must identify risk. Any risks identified should be channelled through the line manager and to EMT for urgent or immediate risks, through the Academic Director for academic risks who will ensure such risks are discussed at AC. Risks can be categorised as either

- Strategic – may impact the College’s mission, vision, or strategic priorities...see QAM chapter 1.
- Recruitment and Operations – may impact student recruitment, admissions, registration, or any aspect of their time studying at the College.
- Financial – may impact College financial resources or profitability.
- Reputation – something that may negatively affect the College reputation as an educational institution of high standing.
- Regulatory and Compliance – something that may result in the College being in breach of its legal, QA, regulatory, programme validation or other compliance requirements.

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### Assess the Risk

The Risk Register (see template at the end of this document) outlines a simple approach to assessing and indeed recording risk in the College. Essentially, risks listed for analysis are assessed on a two-dimensional scale to quantify and estimate:

- The likelihood of the risk happening is either low, medium or high. If the risk has already happened, such risk should be scored as high.
- The impact of the identified risk as being either low, medium, or high. The impact should be assessed using both quantitative (e.g., financial data, student enrolment numbers) and qualitative data (e.g., staff and student feedback).

It is important to properly assess risk with objective data to ensure the likelihood and impact levels are estimated as accurately as possible.

### Action the Risk

Actions are then listed for each risk to either prevent the risk from happening where possible, to mitigate it if it is unavoidable and, either way, to minimise or ideally eliminate the impact of such risks on the College as outlined below. A member of the EMT or AC will then take overall responsibility for implementing recommended actions and for reporting back to these governance bodies and in turn to BoD to show progress and risk reduction outcomes.

There are four key aspects to actioning risk.

1. Terminate: some risks may only be containable by terminating the underlying activity.
2. Treat: the purpose here is to contain the risk to an acceptable level. Most risks will be handled in this way.
3. Tolerate: the exposure to the risk item may be tolerable and may not, therefore, require taking any further action. Even if not tolerable, it may not be possible to take any significant action against certain risks, or the cost of taking such action may be disproportionate to the potential benefits gained. In these circumstances, the option may be to tolerate the existing level of risk. This option, of course, must be

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supplemented by contingency planning to handle the impacts that may arise if the risk is realised.

4. Transfer: this entails measures to transfer risk, or responsibility for risk, to a third party. Risks may be transferred either to reduce the exposure of the College or because another organisation is more capable of managing it. It is important to note that some risks are not fully transferable, e.g., it is generally not possible to transfer reputational risk even if the delivery of the service is contracted out.

#### Monitor and Review Risk

Risks that have been recorded on the Risk Register will be monitored by AC, EMT and BoD as appropriate. Monitoring will be undertaken by all staff for the identification of previously undetected risk.



## Appendix

### UniHaven Risk Register – Sample Template Form

Item No.	Description	Risk Likelihood			Risk Impact			Action	Action Owner	Completion Date
		L	M	H	L	M	H			
	Strategic									
1	Covid-19 – stops in class teaching			x		x		Online is set up in case in-class need to switch to it – stay close to the market/government announcements re lockdowns  GUC agreement to be reviewed. Earliest start date now Sep 2022.	AD/CRO  CEO/CRO	Ongoing  Dec 2021
2	HEIs withdraw from agreements to take students	x					x	Annual reviews maintain commitment and agree arrangements regarding progression	CEO	Annually
3	Risk of not implementing the strategy		x				x	Monthly EMT and Quarterly Board of Director meetings ensure that the strategy is being implemented as planned or agree and implement corrective actions if not.	CEO	Monthly



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4	Long term illness to key members of staff	x					x	External panel of suitably qualified and experienced people, two for each EMT role where possible, is maintained with agreements in place with each that they will step in if needed.  AD – Prof. AH and JV.  CEO – DO'R and BC.  CRO – M. McK.	CEO	September 2021
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	Recruitment and Operations	L	M	H	L	M	H	Action	Action Owner	Completion Date
1	Insufficient numbers attracted to study in Ireland		x				x	Assess market demand to ensure no obstacle to travel/study in Ireland.  Run up to three intakes annually and defer places from one to the other.	CRO  AD	Ongoing  As needed
2	Accommodation issues	x					x	Carefully vet accommodation providers prior to agreements with each	SSO	June 2022
3	Students who are minors	x				x		Guardian Nominee Company Godsil are employed for outside hours care  All teaching staff to be Garda vetted	AD  AD  AD	June 2022  Before Programme Start – all Teachers should have Garda Vetting



										from other employments
4	ILEP approval not secured	x					x	Notify ILEP of planned submission to identify and correct any barriers to listing at the relevant cycle.  Enterprise Ireland to provide ILEP contact - Done	CRO  CRO	Done  Done
5	IT security		x				x	Third party supplier keeps security up to date to prevent hacks, breaches etc. All IT is cloud based to minimise ransomware attack likelihood  Core agreement docs stored in hard copy.  Risk assessment complete Oct 2021.	CEO  CEO CEO	Ongoing  In Place Done
6	Admissions minimum entry requirements adhered to and adequate distribution of students attained	x					x	Minimum entry requirements monitored and enforced by AD under Admission Board.  Student distribution reviewed by Admissions Board post intake.	AD  Adm. Board	Each intake  Each intake



	Financial									
1	Programme profitability less than expected	x					x	<p>Assess market demand to ensure no obstacle to travel/study in Ireland.</p> <p>Defer students from one intake to the next in agreement with them and subject to the deferral not disrupting their educational goals excessively.</p>	<p>CRO</p> <p>EMT</p>	<p>Ongoing</p> <p>As needed</p>

	Reputation	L	M	H	L	M	H	Action	Action Owner	Completion Date
1	Teaching/assessment is substandard		x				x	Recruit teachers against role specifications to maintain the highest academic standards  Assessments are centrally controlled.	AD	Post QI Approval
2	Negative publicity in relation to the student experience	x					x	Staff to be hired and performance monitored to ensure company values that intend maximising student experience are being lived.	AD	Post QQI Approval
3	Agents - misleading information provided by them.	x				x		Agent recruitment to be tightly managed to ensure only high-quality agents are recruited.  Agent websites and physical materials inspected. Only one website mentioned UniHaven by name.  Remove agent docs from open network to secure restricted servers.	CRO  AD  CRO	Ongoing  Done - Oct 2021  Done by CRO – Oct 2021



	Regulatory and Compliance									
1	QQI programme validation not adhered to		x				x	Comply with all requirements.  Appeal and/or resubmit if unsuccessful.	CEO/AD	Ongoing

## Email, Social Media, and Marketing Policy

<i>Quality Assurance Manual (QAM) Chapter 10</i>	
<i>Document Name</i>	Email, Social Media, and Marketing Policy
<i>Procedure Document Number</i>	UPOL028
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	CEO
<i>Roles with Aligned Responsibility</i>	All staff
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	UDOC000 UniHaven Quality Assurance Manual Rev 2 Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016) Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016) Code of Practice for Provision of Programmes of Education and Training to International Learners (2015) UDOC005 UniHaven Code of Ethics Rev 1 UDOC006 UniHaven Supplier Code Rev 1 UDOC007 UniHaven Employee Handbook Rev 1



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## 1. Policy Overview

This policy covers the use of email, social media and marketing approaches/channels to enable all staff/key agents to be fully au fait with how best to use these tools to both promote UniHaven College (“the College”) while simultaneously protecting themselves and the College from reputational, financial or legal harm. For the purposes of this policy the term “staff” is defined as any person in the employment of the College or any partner that subcontracts to the College or UniHaven Limited and who uses an authorised UniHaven email address.

## 2. Policy Statement

This policy covers the use of email, social media, and College marketing channels and approaches.

### Use of Email

All messages distributed via the College email system, even personal emails sent using a “@unihaven” email address, are College property. Staff must have no expectation of privacy in anything that they create, store, send or receive on the College email system. All emails can be monitored without prior notification if the College deems this necessary. If there is evidence that any staff member is not adhering to the guidelines set out in this policy, the College reserves the right to take disciplinary action, up to and including dismissal.

Email is a business communication tool and users are obliged to use this tool in a responsible, effective, and lawful manner. Although by its nature email seems to be less formal than other written communication, the same laws apply. Therefore, it is important that users are aware of the legal risks of email as follows:

- An email message may go to persons other than the intended recipient. If it contains confidential or commercially sensitive this could be damaging to the College.

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- Letters, files, and other documents attached to emails may belong to others. By forwarding this information, without permission from the sender to another recipient staff may be liable for copyright infringement.
  - Email is a fast form of communication. Often messages are written and sent simultaneously, without the opportunity to check for accuracy. If emails are sent with any libellous, defamatory, offensive, racist or obscene remarks, staff and the College could be held liable.
  - An email message may legally bind the College contractually in certain instances without the proper authority being obtained internally.
  - Email messages can carry computer viruses. If an attachment that contains a virus is sent, staff and the College could be held liable. By opening emails and attachments from an unknown sender staff may introduce a virus into computer operations generally.
  - All personal data contained in emails may be accessible under Data Protection legislation and, furthermore, a substantial portion of emails to the Government and other public bodies may be accessible under Freedom of Information legislation. Email should always be regarded as potentially public information, which carries a heightened risk of legal liability for the sender, the recipient, and the organisations for which they work.

#### Use of Social Media

The College understands that social media is widely used by its staff to express their personal interests and opinions. The College has its own official social media channels. However, the use of social media also presents certain risks and carries with it certain responsibilities. This policy sets out a framework for the appropriate use of social media by all College staff. All staff have a responsibility to maintain the College's image, to use these social media resources productively and to avoid placing the College at risk of legal liability based on their use.

#### Use of Marketing Online and Offline Methods

The College's reputation is a key component to its success. It is what gives the College an identity and separates us from other similar providers. Keeping a consistent reputation is

easier said than done, especially when our staff, collaborators and stakeholders are spread across the globe or working from home. For official College logos, colours etc., branding guidelines have been set out in detail that gives everyone inside and outside of the College a document to reference if they have a question about using College brand colours, fonts and more. With well-outlined guidelines, branding mistakes from designers, creators and collaborators are eliminated and our brand will be consistent in all aspects.

### 3. Roles and Responsibilities

This policy applies to all staff and key regional agents and collaborators to whom we have given an email address. The Academic Director monitors the implementation of this policy in relation to College staff and the CEO for senior management and non-College staff. The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed timetables, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

### 4. Policy

#### Guidelines for Email Use

The College considers email as an important means of communication and recognises the importance of proper email content and speedy replies in conveying a professional image and delivering good student service. Staff should take the same care in drafting an email as they would for any other communication. Therefore, the College wishes email users to adhere to the following rules.

- The College's name is included in the heading carried with every message sent by a staff member. Emails reflect on our image and reputation. Therefore, email messages must be appropriate and professional.
- It is strictly forbidden to use the College's email system for anything other than legitimate business purposes. Therefore, the sending of personal emails, chain letters, junk mail, and jokes is prohibited. All messages distributed via the College's email system are College property.

- All emails will carry a disclaimer stating
  - How the email is confidential.
  - That it is intended solely for the recipients.
  - A request to contact the sender should have gone to someone other than the intended recipients immediately.
- Care should be taken when sending confidential or commercially sensitive information. If in doubt, please consult a Line Manager.
- Staff confidential messages should be distributed to staff only. Forwarding to locations outside is prohibited.
- Great care must be taken when attaching documents or files to an email. Letters, files, and other documents attached to emails may belong to others. By forwarding this information without permission from the sender to another recipient may lead to liability for copyright infringement. Again, if in doubt, please consult a Line Manager.
- Only send emails of which the content could be displayed on a public notice board. If emails cannot be displayed publicly in their current state, consider rephrasing them, using other means of communication, or protecting information by using a password.
- Subscription to electronic services or other contracts on behalf of the College is prohibited unless you have the express authority from a Line Manager to do so.
- If staff receive any offensive, unpleasant, harassing, or intimidating messages via email or intranet they are requested to inform a Line Manager or the People Officer immediately. It is important that such emails are traced as quickly as possible.
- A hard copy of any important or potentially contentious communication that staff have received via email should be printed and filed appropriately. Where important to do so staff should obtain confirmation that the recipient has received the email sent.
- Documents prepared by the College for students may be attached to an email however information received from a student may not be issued without the prior





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consent of the original sender. If in doubt consult a Line Manager or the Data Protection Officer.

- Email users must spell check all mails prior to transmission.
- The College reserves and intends to exercise the right to review, audit, intercept, access and disclose all messages created, received, or sent over the electronic mail system for any purpose. All computer logins/passwords must be provided to a Line Manager and /or the IT provider. No login/password may be used that is unknown to the company.

Notwithstanding the College's right to retrieve and read any electronic mail messages, such messages should be treated as confidential by other staff and accessed only by the intended recipient. Staff are not authorised to retrieve or read any email messages that are not sent to them.

The confidentiality of any message should not be assumed. Even when a message is erased it is still possible to retrieve and read that message. If any breach of this email policy is observed, then disciplinary action up to and including dismissal may be taken. If any staff member does not comply with this policy, they may be subject to discipline, including loss of access to College facilities. They may also be subject to legal action for damages or indemnification.

#### Guidelines for Social Media Use

Social media refers to websites and applications that enable users to create, share content and participate in social networking, and includes all means of communicating or posting information or content of any sort on the Internet, including to an official College platform, any staff member's own or someone else's web log or blog, journal or diary, personal web site, social networking or affinity website such as Facebook, Twitter, Instagram, Pinterest, WhatsApp, LinkedIn, YouTube, TikTok, Vimeo and Google+, web bulletin board or a chat room, as well as any other form of electronic communication.

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Social media is a valuable tool for providing information, sharing views, and engaging with stakeholders and the public and is becoming increasingly common. It can help build the College's reputation and support its strategic priorities. There is an expectation that, when using social media, staff conduct themselves in a manner consistent with their function and role and in line with College values and policies.

The following policies apply, whether staff use College-owned or personal social media channels and whether for official, employment-related, or personal purposes. Official social media use refers to the use of social media to publicly communicate on behalf of the College and as authorised by the College as an employer. Employment-related social media refers to the use of social media as part of job responsibilities by staff and as authorised by the College. Personal social media use refers to any staff's use of social media for social, educational, professional development, or other purposes unrelated to their employment at the College and in their personal capacity.

- Consider all communications as public.
  - All conversations on social media networks should be considered public rather than private. Any post, photo, comment, etc. posted on any social media may be permanent, despite efforts to delete them. Staff must thus avoid posting any communications that may cause embarrassment, harm or liability to themselves or the College.
- Always be respectful.
  - Staff must always be fair and courteous to fellow colleagues, students, suppliers or any other third party when using social media.
  - When posting, staff should avoid using statements, photographs, video, audio, or other media that reasonably could be viewed as malicious, obscene, threatening or intimidating, or that might constitute harassment or bullying. These include offensive posts meant to intentionally harm someone's reputation or posts that could constitute unfair discrimination based on race, gender, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV status, conscience, belief, political opinion, culture, language, birth and/or any other arbitrary ground.

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- Although not an exclusive list, other examples of prohibited social media conduct include posting commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libellous, or that can create a hostile work environment.
  - Be honest and accurate.
    - Staff must always be honest and accurate when posting information or news. Staff must refrain from posting any information or rumours that s/he know to be false and/or misleading.
  - Always maintain confidentiality.
    - Staff must always maintain the confidentiality of trade secrets and/or private and/or confidential information relating to the College, its staff, students, Higher Education Institution (HEI) partners and/or suppliers. Trades secrets and confidential information may include information regarding the development of systems, processes, products, know-how and technology, marketing campaigns, supplier lists, student information, financial statements, etc.
    - Staff are not allowed to post confidential information, including internal reports, policies, procedures, or other internal business-related confidential communications, on any social media platform unless pre-approved to do so as part of the College's legal and/or regulatory requirements.
    - Staff should not publicly comment on College-related financial topics, forecasts, or legal matters.
  - Act as a College brand ambassador
    - Staff can associate themselves with the College when posting, but they must brand their online posts as personal and purely their own unless formally authorised to post online as a part of their College role. The College will not be held liable for any repercussions that staff personal content may generate.
    - Any links created to the College website(s) and social media platforms, should be of a positive nature, relevant, and strive to further the College's interests and reputation. Comments and postings must strive to enhance brand awareness and build relationships with fellow staff, students, HEI partners, suppliers, and students.

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- Disciplinary action will be taken against any person who acts with malice or brings the College's social reputation into disrepute with any inappropriate posting.
  - Staff must be aware that others will associate them with the College as an employer when they identify themselves as such. They must thus ensure that Facebook, LinkedIn, and such platforms, as well as related content, are consistent with how they wish to present themselves to fellow staff, students and the public at large.
  - Express only personal opinions
    - Staff may never represent themselves as a formal spokesperson for the College on official or employment-related social media unless expressly authorised to do so. All media inquiries should be directed to the CEO.
    - If the College and/or its programme or services is the subject of the content that any staff may create in a personal capacity, staff must be clear and open about the fact that their views do not represent those of the College, its Directors, its staff, students, HEI partners, suppliers or other people associated with the College. It is best to include a disclaimer such as "*The postings on this site are my own and do not necessarily reflect the views nor opinions of the College, its Directors, staff nor any person or entity connected to it*".
    - Staff must be aware that personal thoughts they publish online, even though the use of a personal account during or outside of working hours, may be misunderstood as expressing the positions or opinions of the College. Staff are thus advised to exercise caution and to check with their Line Manager before posting online if they are unsure whether an intended communication is appropriate.
    - Staff may never publish any derogatory comments about the College, its Directors, staff, students, HEI partners, or suppliers that can cause harm or bring the College into disrepute. Staff have ample opportunity to air their grievances and complaints as described in UDOC007 UniHaven Employee Handbook Rev 0.
    - Staff should be aware that the College may observe content and information made available by staff through social media, even when posted in their personal capacity during and/or after working hours.

- The College reserves the right to take appropriate action when staff private posts, including photos, inappropriately associate them with the College's reputation and/or bring the College into disrepute.
- Do not use social media at work for personal purposes
  - Staff must refrain from using social media during working hours or on equipment provided by the College for personal purposes. Online activities should never interfere with staff performing their job responsibilities and commitments. The appropriate and relevant use of social media to promote the College and to engage with students and other third parties are encouraged, but only within the framework set out in this document and in compliance with employment terms and conditions as set out in staff employment contracts and UDOC007 UniHaven Employee Handbook Rev 0.
- Refrain from using employer e-mail addresses.
  - Staff must not use College e-mail addresses to register on social networks, blogs or other online tools utilised for personal use.
- Avoid tagging.
  - Staff must not tag others in pictures or posts unless they have been designated as official spokespersons and/or permission was obtained from the person involved. If tagged inappropriately by others, staff must take steps to have the tag removed.
- Respect other people's rights.
  - Staff should get appropriate permission before they refer to or post images/photos of current or former staff, students, or suppliers.
  - Additionally, staff should get appropriate permission to use a third party's copyrights, copyrighted material, trademarks, service marks or other intellectual property on social media and/or appropriately acknowledge their sources, if already in the public domain.
- Add value.
  - The College's reputation and brand are best represented by its people and everything staff publish online on social media reflects upon it. Blogs and social networks that are hosted on College-owned channels should be used in a way that adds value to their activities. Official and employment-related

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social media posts should reflect College values and the Code of Conduct. All immaterial property on social media platforms vest in the company.

- Use appropriate channels to voice workplace concerns.
  - Staff should resolve work-related complaints and/or grievances by speaking directly with their Line Manager and using procedures outlines in UDOC007 UniHaven Employee Handbook Rev 0.
- Take remedial actions, if required
  - If a mistake was made, intentionally or negligently, it must be corrected as quickly as reasonably possible. Staff must be open about any previous posts that have been altered or deleted by immediately disclosing the same to their Line Manager. The Internet archives almost everything and even deleted postings can be searched. Remedial actions must be taken, as appropriate in the circumstances.
  - If staff encounter a situation while using social media that threatens to become antagonistic, staff should disengage from the dialogue in a polite manner and seek the advice of their Line manager.
- Report potentially inappropriate content
  - Staff are obliged to report to their Line Manager any potential inappropriate content on social media channels related to the College that comes to their attention for investigation and remedial actions, where necessary.
- Responsibility and accountability.
  - Ultimately staff are solely responsible for what they post online. Conduct that adversely affects staff job performance, the performance of fellow staff or otherwise adversely affects students, suppliers, or any other third parties' legitimate interests, may result in disciplinary action up to and including dismissal, even when using a disclaimer. Inappropriate postings that may include discriminatory remarks, harassment, threats of violence or similar inappropriate or unlawful conduct and/or posts that bring or potentially brings the College's reputation into disrepute, will not be tolerated.
  - The College prohibits retaliation or taking negative action against any fellow staff and/or student and/or supplier and/or HEI partner and/or third party for reporting a possible deviation from this policy or for cooperating in an investigation. Any staff who retaliates against another party for reporting a



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possible deviation from this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including dismissal.

- The College will not be held liable for any repercussions that staff inappropriate or unlawful posts on social media may have and staff remain solely liable.

## 5. Procedures and Forms

This policy must be read together with other human resource-related policies as relevant to whether users are full-time staff or self-employed contractors with College email addresses, namely:

- UDOC005 UniHaven Code of Ethics Rev 1.
- UDOC006 UniHaven Supplier Code Rev 1.
- UDOC007 UniHaven Employee Handbook Rev 0.



## UFORM027 External Examiner's Report Rev 1

*This report template is taken from QQI's Effective Practice Guideline for External Examining Revised 2015. Future revisions to QQI's guideline document should be used to revise this report template*

Date						
Programme Details	Programme Reference					
	Award Title:					
	Area Of Specialisation (ISCED CODE):	02.3.1				
	Main Modes of Delivery Offered:					
	Stage (1,2,3,4,..., or Award Stage):					
	Semester (if applicable indicate whether first or second):					
Classification Distribution and Trend		Current Year	Previous Year	Previous Year	Previous Year	Previous Year
	% H1/D					
	% H21/M1					
	% H22/M2					
	% P					
Completion Rate Data	Number who started the programme					
	Number who started the stage					
	Number who completed the stage (i.e. attempted final stage examinations)					



External Examiner Details	Name	
	Main Employment	
	Email address	
	Other contact details	
<p>Please consult the <i>Effective Practice Guideline for External Examining Revised 2015</i> and <i>Assessment and Standards Revised 2013</i> for more detailed information concerning expectations. If you require further guidance on completing the report please contact the Academic Director, via the following email address:</p>		
<p>In presenting opinions under the following headings the external examiner should make national and international comparisons.</p>		

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

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## 1 The Evidence Considered

*The purpose of this section is to indicate how well informed the external examiner is about the provider, the programme and its context. Summarise the documentary evidence considered (see Effective Practice Guideline for External Examining Revised 2015) and any visits, meetings and interviews with learners and academic staff and others.*

## 2 Minimum Intended Programme Learning Outcomes

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

## 3 Actual Attainment of Learners

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

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

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

## 4 The Programme

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

## 5 Assessment Procedures

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

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

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- *The reliability of the provider's benchmarking of its assessment procedures.*

## 6 Trends

*Evidence concerning the extent to which teaching, learning and assessment arrangements have changed in response to the feedback provided by previous external examiner reports; and*

*Progress on recommendations in recent external examiner and other relevant reports on the programme.*

## 7 Conclusions and Recommendations

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External examiners' signature, date

## Communications Policy

<i>Quality Assurance Manual (QAM) Chapter 10</i>	
<i>Document Name</i>	Communications Policy
<i>Procedure Document Number</i>	UPOL026
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	CRO, Recruitment and Admissions Officer, CEO, HR, DPO and People Officer
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	UDOC000 UniHaven Quality Assurance Manual Rev 2 Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016) Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016) Code of Practice for Provision of Programmes of Education and Training to International Learners (2015) UPOL006 UniHaven Access, Transfer and Progression Policy Rev 2 UPOL007 UniHaven Student Recruitment and Admissions Policy Rev 2 UPOL027 UniHaven QQI Agent Policy Rev 1 UPOL028 UniHaven Email, Social Media, and Marketing Communications Rev 1 UPRO011 UniHaven Attendance Monitoring Procedure Rev 1

## 1. Policy Overview

The purpose of this policy is to ensure that the College exerts appropriate levels of control of and sign off on all formal College communications in the areas of the UniHaven Level 5 Specific Purpose Certificate in International Foundation Studies Programme (“the programme”), student communications, programme materials, QQI reports/correspondence and regulatory information. This is necessary to ensure that all publicly available information is communicated with accuracy, with clarity, is easily accessible, is up to date and complies with our branding guidelines and regulatory requirements generally. This policy also serves to ensure that there are clear responsibilities concerning the creation, approval, monitoring, and dissemination of information.

## 2. Policy Statement

Public information refers to the information that the College communicates and publishes about its activities, including our programmes and related services, about the College as a provider, about our quality assurance policies and procedures, and evaluation and findings from quality assurance evaluations. It excludes internal communications. This policy is supplemented by UPOL028 UniHaven Email, Social Media, and Marketing Communications Rev 1.

The College commits to making all relevant programme and award information available to prospective and current learners in line with QQI requirements<sup>1</sup>, including the following:

- Whether or not a programme leads to an award.
- The name of the awarding body.
- The title of the award.
- Whether the award is recognised in the National Framework of Qualifications (NFQ) and if so, the award type and NFQ level.
- Whether the programme is subject to procedures for access, transfer, and progression and if so, what these are.

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<sup>1</sup> Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016), section 9.2

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- Details of the Protection of Enrolled Learner (PEL) arrangements in place, should PEL be a requirement.

### 3. Roles and Responsibilities

The Academic Director is tasked with the final signoff on all College communications that pertain to the programme under the direction of the EMT and AC. The Academic Director has ultimate responsibility for ensuring that clear and correct information is contained within all academic documents issued by the College and contained on the College website, LMS, and social media publications. The Academic Director will seek expert advice (legal etc.) where and when required. The Programme Manager has local responsibility for information related to his/her area and shall be considered the owner of this information. The Chief Revenue Officer is responsible for updating the College website and social media channels with all information supplied by the College staff past approval by the Academic Director. The Academic Director also works with all College staff to agree on programme details annually after the completion of the annual programme review process for use for the following year's public information. Approval for changes to public information already published must be sought from the Academic Director before publication. Any changes will be reflected, as soon as possible, on the College website and in programme literature. Agent programme and College communications are approved in advance by the Chief Revenue Officer and monitored on an ongoing basis by the Recruitment and Admissions Officer as per UPOL027 UniHaven QQI Agent Policy Rev 1...see also chapter 11. The Academic Director will also regularly check publicly published information to make sure it is accurate and has been properly approved.

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed timetables, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

#### 4. Policy

The College endeavours to provide timely, accurate, relevant, and easily accessible information about its objectives, purpose, and activities to both internal and external stakeholders, which include staff, advisory and oversight committees and boards, current and prospective students, and QQI as the awarding body for the programme. The public information covered by this policy relates to official College information that has been ratified by the Academic Director as being timely, sufficient, easily accessible, and accurate. It does not apply to internal communications. Where relevant, changes required during the academic year will be notified to students individually by email. The language used, and methods used in communicating information, will be clear and, where necessary, in keeping with stakeholder protocols and expectations.

##### Programme Information

The College aims to ensure that clear and accurate information is published about the programme on the College website and in UDOC001 UniHaven Programme Handbook Rev 2, including

- The programme name, i.e., the UniHaven International Foundation Pathway Programme, its module content, its minimum intended programme learning outcomes, its minimum intended module learning outcomes and how the programme will be assessed.
- Programme access, transfer, and progression information...see UPOL006 UniHaven Access, Transfer and Progression Policy Rev 2.
- That the programme leads to the QQI Level 5 Specific Purpose Certificate in International Foundation Studies Award that is recognised on the NFQ.
- Protection of Enrolled Learner (PEL) arrangements including refund procedures should they be necessary...see UPOL002 UniHaven Learner Protection Policy Rev 1.

Also, programme-related information will be communicated to staff internally via board and committee meeting minutes accessible on the College servers with such information available to students via the LMS. The Programme Manager oversees limited editable

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access to him/herself in each case to ensure read-only access is provided to staff and students.

## Regulatory Information

The College commits to publishing the following documents on its website as per QQI requirements<sup>2</sup>:

- College policies, procedures, regulations, and guidelines form part of its QA system and as summarised in the UniHaven Quality Assurance Manual.
- Programme Validation Report.
- QQI Annual Quality Reports.
- Self-assessment Reports.
- Institutional Reviews.
- External Examiner Reports to include External Examiner name, report conclusions, and College actions.

## Recruitment and Admissions Information

The College will provide the following information before enrolment in compliance with QQI's code of practice for international learners<sup>3</sup>:

- User-friendly accessible programme-related information to ensure that there is a full understanding of the information provided.
- Accurate information about College premises, facilities and technologies in ways that avoid misleading students.
- Contact details for its Recruitment and Admissions Officer to help with queries from international applicants before enrolment
- Programme entry requirements including English language proficiency requirements...see UPOL006 UniHaven Access, Transfer and Progression Policy Rev 2 and UPOL007 UniHaven Student Recruitment and Admissions Policy Rev 2.

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<sup>2</sup> Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016), section 9.2

<sup>3</sup> Code of Practice for Provision of Programmes of Education and Training to International Learners (2015), sections 3.2 and 3.3



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- Timely written response to any applicant who is refused admission as well as an outline of the College admissions appeal procedure...see UPOL006 UniHaven Access, Transfer and Progression Policy Rev 2 and UPOL007 UniHaven Student Recruitment and Admissions Policy Rev 2.
  - Attendance requirements and visa requirements that are relevant to entering and remaining in Ireland for study purposes and for maintaining enrolment on the programme, including sanctions where such requirements are not complied with. The latter may include expulsion for serious visa requirements breaches as per UPRO011 UniHaven Attendance Monitoring Procedure Rev 1.
  - The start date of the programme.
  - How students who successfully complete the programme will progress to the relevant HEI partner and what is involved in doing so. As a pathway provider, the students will receive conditional offers from both the College and the pathway HEI partner pre-enrolment as per UPOL006 UniHaven Access, Transfer and Progression Policy Rev 2 and UPOL007 UniHaven Student Recruitment and Admissions Policy Rev 2.
  - Information concerning all compulsory and optional programme and administration fees and refund arrangements to include payment methods and insurances, and the agreements that will be signed pre-arrival for all fees paid...see UPOL008 UniHaven Fees and Refund Policy Rev 1.

## Agents

The College will recruit and manage agents in compliance with QQI's code of practice for international learners<sup>4</sup>. Such policies and procedures are outlined in UPOL027 UniHaven Agent Policy Rev 1.

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<sup>4</sup> Code of Practice for Provision of Programmes of Education and Training to International Learners (2015), sections 3.2.2

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## 5. Procedures and Forms

This procedure outlines how formal external communications are approved at the College. Approval for changes to public information must be sought before publication from the Academic Director. Any changes will be reflected, as soon as possible, on the College website and in the programme literature. Where relevant, changes required during the academic year will be notified to students individually by email. The language used, and methods used in communicating information, will be clear and, where necessary, in keeping with stakeholder protocols, expectations and agreements, especially concerning the display of collaborator university brand guidelines. External communications will also tie in with Cara – Sports Inclusion Ireland's inclusiveness guidelines.

The key steps for external communications approval are as follows:

- The Line Manager of the unit producing the information to be communicated receives the proposed wording in draft form or creates it him/herself.
- S/he makes all relevant changes to ensure the factual accuracy, clarity and appropriateness of the information presented and in line with this policy document.
- Once the local changes have been made, the communications are made available to the Academic Director for approval.
- On receipt of the proposed communication, the Academic Director consults with the EMT as necessary and under the following guide:
  - The CEO for academic information that may have corporate, financial, legal and health and safety implications, e.g., insurance, fees/refunds, etc.
  - The DPO and CEO for all GDPR related information.
  - The Chief Revenue Officer for any information to be communicated via social media platforms, the College website, or other marketing and recruitment channels.
- Once the Academic Director fully understands the nature of the information to be communicated, s/he then assesses the information to ensure compliance with this policy.
- The Academic Director either approves the communications in which case s/he notifies the relevant department to proceed with the planned publication or sends



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the communication back to the relevant Line Manager for either further changes or to inform them as to why such communication cannot be published.

- If changes are to be made, they follow the steps outlined above prior to being published post final Academic Director approval.
- Once published, the Academic Director checks to ensure that the planned publication matches the actual publications and re-instigates this procedure where they do not match. As per UPOL027 UniHaven Agent Policy Rev 1, the Recruitment and Admissions Officer in conjunction with the Chief Revenue Officer regularly audits agent publications and College information to ensure compliance with College-approved material.

## Student Complaints and Disciplinary Procedure

<i>Quality Assurance Manual (QAM) Chapter 8</i>	
<i>Document Name</i>	Student Complaints and Disciplinary Procedure
<i>Procedure Document Number</i>	UPRO010
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	Teachers, Programme Manager, People Officer, Academic Director, EMT
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Procedure Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation including enhanced ILEP clarity
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	UDOC000 UniHaven Quality Assurance Manual Rev 2 Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016) Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016) Code of Practice for Provision of Programmes of Education and Training to International Learners (2015) UPOL017 UniHaven QQI Student Support Policy Rev 2 UDOC002 Student Handbook Rev 2 UDOC008 UniHaven Student Charter Rev 1

## 1. Purpose

The College seeks to ensure a positive learning experience for all students and does this through actively monitoring student support systems, the UniHaven International Foundation Pathway Programme (“the programme”), and administrative systems to continuously improve the quality of academic and non-academic services provided to students. Should an issue or grievance arise, student complaints are taken very seriously, and the College aims to resolve them in a transparent, fair and timely manner and as required by QQI<sup>12</sup>. It is for this reason that this procedure provides for several stages, both informal and formal in the handling of a grievance, complaint or concern that a student raises with College staff, directly or indirectly.

The purpose of this procedure is to:

- Clearly outline the process by which a complaint can be raised.
- To respect the students involved in the complaint.
- To ensure that teaching and support staff are fully guided during complaint handling procedures.
- To minimise the number of formal complaints for the mutual benefit of students and staff through active management of the informal stages.
- To address possible improvements and recommendations which may arise.

## 2. Roles and Responsibilities

Despite our best efforts, you may have real cause for complaint about any aspect of student life with us in instances where we have not complied with our expectations as outlined in the College Student Charter. Complaints and grievances can be aired directly to any of our staff, via the student representative channel of communication, via student survey forms or through this Student Complaints Procedure. Such complaint channels will be publicised on our website and LMS. All complaints and subsequent actions will be recorded and stored on the College servers under the control of the Programme Manager.

This procedure applies to all registered students at the College. Students who have graduated within the previous academic year are also entitled to submit a complaint. It is

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<sup>1</sup> Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016), section 5.2

<sup>2</sup> Code of Practice for Provision of Programmes of Education and Training to International Learners (2015), section 3.4.1

the responsibility of any academic staff member in receipt of an informal complaint to investigate and respond to the student. All informal complaints are passed to the Programme Manager who is responsible for ensuring they are logged and securely stored on the College IT Systems/Servers. Regarding formal complaints, the Programme Manager is responsible for acknowledging student complaints, investigating them, and responding appropriately. Should the complaint be made against The Programme Manager, a member of the College's Executive Management Team (EMT) is responsible for acknowledging student complaints, investigating, and responding appropriately under this procedure but if an EMT member is the subject of the complaint, another EMT member will investigate and handle the complaints process. All complaints will be treated confidentially with only those who need to know and/or who are needed to help the College to respond appropriately, including anyone who is the subject of the complaint, being informed.

Where allegations are made which suggest activity of child protection or criminal nature, the College reserves its right to refer the matter to Tusla and/or An Garda Síochána if it is considered appropriate to do so. In such instances, legal requirements under Irish law will overwrite the duties and responsibilities of the College to the student concerning the privacy of their data under GDPR policies, if relevant. In this sense, full confidentiality is not guaranteed in all circumstances.

### 3. Documentation

UFORM010 UniHaven Student Complaints Form Rev 1 is necessary to execute this procedure should a student wish to make a complaint...see Appendix.



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## 4. Procedure

This section details the procedures for dealing with informal complaints, formal complaints, and disciplinary procedures.

### Informal Complaints Procedure

It is the responsibility of any staff member in receipt of an informal complaint to investigate and respond to the student. In the interests of efficiency and good management, students are encouraged to approach the staff member who is closest to the disputed matter in the first instance. This informal approach may be made in person or through written communication.

A member of staff who receives an informal complaint should undertake an investigation and then respond to the student within 5 working days. Records will be kept of all students' complaints by the Programme Manager on the College server where they are securely stored. Should a member of staff receive a complaint they may, if they feel appropriate, pass the complaint to a more senior member of staff but ensure that the student's confidentiality is maintained.

The response should give the student an indication of the outcome, providing explanations for the perceived problem or, if the complaint is justified, the actions are taken to remedy the problem. In some, relatively rare, cases, it may not be possible to rectify the matter to the benefit of the student who has complained. The complaint should be resolved to include implementation of any corrective action within a maximum of 20 working days from its receipt.

Notwithstanding that response, students may proceed to submit a formal complaint.

### Formal Complaints

The Programme Manager is responsible for acknowledging student complaints, investigating them, and responding appropriately all while maintaining student confidentiality. A student who is dissatisfied with the outcome of an informal complaint, or who does not wish a complaint to be handled informally, may proceed with a formal



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written complaint using UFORM010 UniHaven Student Complaints Form Rev 1. This will be made available on the College website.

1. The student will receive acknowledgement of receipt of the complaint from the Programme Manager within 3 working days. The complaint will be investigated and assessed by the Programme Manager.
2. The Programme Manager or EMT member will present a written report to the Academic Director suggesting recommendations to resolve the issue within 10 working days of the complaint being acknowledged. If the nature of the complaint necessitates longer investigation periods, the timelines for investigating and reporting to the Academic Director must be notified to the student within this same 10 working day period but not be any longer than an additional 10 working days.
3. Once approved by the Academic Director, the outcome of the complaint with any corresponding action for implementation and follow-up outlined will be communicated to the student within 5 working days of the report being received by the Academic Director.
4. The student has a period of 14 working days in which they must respond.
5. The complaint should be resolved within a maximum of 60 working days including the implementation of any corrective actions.

### Disciplinary Procedure

Student-related policies are communicated to students publicly on the website, on the College learning management system (LMS), and through UDOC002 Student Handbook. The College's expectations of students concerning their general, academic and personal conduct and behaviour will have been communicated in UDOC008 UniHaven Student Charter Rev 1. Both Handbook and Charter documents will be provided to students at their induction. Academic Misconduct suspicions or allegations are dealt with under UPRO008 UniHaven Academic Misconduct Procedure Rev 1 with repeat offences being covered by this procedure. Attendance-related disciplinary issues are covered under UPRO011 UniHaven Attendance Monitoring Procedure Rev 1.

All students must comply with College policies and with the expectation set out for them in UDOC008 UniHaven Student Charter Rev 1. This is to ensure that a friendly and safe



environment exists for all staff and students and one in which mutual respect is promoted for all. This procedure exists to cover areas where students are in breach of their commitments under this charter or breach of College student policies generally and to cover any other issue that warrants investigation and action, including gross misconduct. The College reserves the right to suspend a student who is suspected of gross misconduct whilst the investigation into the incident is being carried out. Investigations will be conducted promptly to limit the academic impact on the learner as much as possible. The College will inform the student in writing of their suspension in such situations.

The key steps in this procedure are as follows:

- An investigation will be carried out by the Programme Manager with a written report drawn upon completion. The report will detail the background to the case, the context applying, and the reasons why the matter needs to be dealt with formally.
- This written report is forwarded to the College Student Disciplinary Committee where a hearing will take place to consider the matter. The full terms of reference for this committee are outlined in UniHaven Quality Assurance Manual, chapter 2, and no staff or external member can be a member of this committee that had any involvement in the matter under investigation and being heard. The student will be called to attend this hearing when it sits.
- The student will be given 5 working days' notice in writing of the date of the hearing stating the need for him/her to attend and the student will be given a copy of the findings of the initial investigation.
- The student has the right to be accompanied at the hearing by a member of staff or a fellow student or to have legal or translator representation and to present their case. If someone other than a member of staff or a student accompanies the student, the College must be informed in advance of the hearing as to the name, role and purpose of this person attending the hearing. If the student fails to attend or chooses not to attend the hearing, the hearing shall proceed in their absence.
- Once a decision on the case has been reached, the Student Disciplinary Committee will apply a penalty appropriate to the offence committed or dismiss the allegation if it finds such allegations to be unwarranted. All hearings will be conducted



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sympathetically yet in a way that enforces the College policies and protects the integrity of the College.

- The student is entitled to appeal the decision to the Appeals Board. In such cases, the application of the disciplinary penalty may be suspended pending the outcome of the appeal depends on the nature of the matter under consideration. For example, if a student was suspended for a misconduct complaint about being drunk and disorderly, their return to class pending their appeal may not be approved.

## Appeals

The result of a Student Disciplinary Committee may be appealed to the Appeals Board on the following conditions:

- Procedural irregularity which, had not occurred, might have impacted significantly the validity of the original hearing and the subsequent penalty.
- New evidence could not reasonably have been made available at the initial disciplinary hearing.
- That the penalty levied by the Student Disciplinary Committee was too severe when viewed in the overall circumstances of the case.

Appeal requests must be submitted to the Academic Director no less than 5 working days following notification of the outcome of a Student Disciplinary Hearing. The decision made by the Appeals Board will be final.

## Penalties

Misconduct can be classified as either a minor infringement or a major infringement. Penalties will be appropriate to the category of misconduct that the student has been found guilty of.

### Minor Infringement

Where a student is deemed to have committed a minor infringement, the Student Disciplinary Committee is permitted to impose any of the following penalties, either separately or in combination:

- A reprimand and a note on the student's file.
- A formal verbal or written warning issued by either the Academic Director or the Programme Manager and such warning will be kept on the student's file.
- An order for the reparation of any damage or loss, if relevant, caused to the College or any members of staff, students, or members of the public.

Where an adjudication deems that a student has committed a minor infringement, students will be given every chance to prevent a recurrence and will be supported by staff as relevant.

### Major Infringement

Where a student is deemed to have committed a major infringement, the Student Disciplinary Committee is authorised to impose any of the following penalties, either separately or in combination:

- The expulsion of the student from their programme. This decision must be forwarded to the CEO at EMT before being implemented. Such a decision must also be notified to the Department of Justice for visa purposes.
- The student may be suspended from the college for a stated period, or until any requirements laid down by the Student Disciplinary Committee have been sufficiently addressed.
- The student may be excluded from specific College facilities.
- The student may be removed from examinations or assessments for a specific period.
- An order for the reparation of any damage or loss caused to the college or any members of staff, students, or members of the public.
- The student may be denied an award, certificate, prize, or any other academic-related award.

Again, students will be supported by staff where possible.

## 6. Quality Control

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed timetables, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.



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## Appendix

### UFORM010 UniHaven Student Complaints Form Rev 1

Complaints must relate to a specific concern or issue related to an academic programme and/or the actions of a member of staff. Wherever possible, the College would wish to see any complaint resolved as close as possible to the disputed matter, and with a minimum of formality. The following procedure should apply where this has been investigated and found to be not possible. The form should be completed in full; any supporting documentation should be attached securely. You are also advised to retain copies of all documentation.

Full Name:	
Address for Correspondence:	
Phone Number:	
Email:	
Programme Title:	

#### The Complaint

Please outline the main points including times, dates, and nature of the incident. Please provide any evidence in support of your complaint and the names of the individual(s) involved. Please detail any attempts to reach an informal resolution.

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#### Outcome Desired

Please detail how you believe your complaint could be resolved.



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## Declaration

By signing this below you agree that:

(a) I understand that the details of the complaint will be provided to the against whom you have made the complaint and may be provided to other individuals as well as the recipient of this form. Disclosure to other individuals will be on a strictly 'need to know' basis where it is deemed necessary by the investigator. I understand that it is usually not possible or appropriate to maintain confidentiality in all circumstances.

(b) This form contains an accurate description of my complaint.

Signed:  _____ Date: _____  Student	Signed:  _____ Date: _____  Staff Member
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## Learner Disability Policy

<i>Quality Assurance Manual (QAM) Chapter 7</i>	
<i>Document Name</i>	Learner Disability Policy
<i>Procedure Document Number</i>	UPOL018
<i>Version Reference</i>	Rev.2
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	Programme Manager, Teachers, Recruitment and Admissions Officer
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	<p>UDOC000 UniHaven Quality Assurance Manual Rev 2</p> <p>Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)</p> <p>Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016)</p> <p>UPOL007 UniHaven Student Recruitment and Admissions Policy</p> <p>UPOL013 UniHaven Teaching and Learning Policy Rev 1</p> <p>UPOL015 UniHaven Assessment and Awards Policy Rev 2</p> <p>UPOL020 UniHaven Data Protection Policy Rev 1</p> <p>UPOL023 UniHaven Data Retention Policy Rev 1</p> <p>UPOL024 UniHaven Data Security Policy Rev 1</p> <p>Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018*)</p> <p>Equal Status Acts, 2000 to 2004</p> <p>Cara Inclusion Charter</p> <p><a href="https://caracentre.ie/sport-inclusion-disability-charter/">https://caracentre.ie/sport-inclusion-disability-charter/</a></p>



## 1. Policy Overview

The purpose of this policy is to outline the College's approach to how it assesses the needs of students who present with learning challenges and disabilities and the extent to which it reasonably accommodates such students as relevant and appropriate for a College of its size and resources.

## 2. Policy Statement

This policy is underpinned by the Equal Status Acts, 2000 to 2004 which require education and training establishments to provide reasonable accommodation to meet the needs of a service user (i.e., the student) who has a disability without such students incurring any additional costs for availing of such accommodations and associated services. It also complies with QQI requirements concerning the provision of reasonable supports to students with disabilities.

The College is the first private education company to sign up for Cara – Sports Inclusion Ireland charter, a charitable organisation dedicated to increasing sport and physical activity opportunities for people with disabilities across Ireland. By signing up to the charter with Cara - Sports Inclusion Ireland, the College is committed to being open to and understanding of students with disabilities, training our staff to have an inclusive attitude to students with disabilities, to facilitate the needs of those students that present with disabilities as much as possible within its resource constraints, to develop and deliver inclusive activities, and to take reasonable action to make the College more accessible to students with disabilities.

Students with disabilities can broadly be described as those with physical disabilities, with specific learning difficulties, and with medical conditions that may have an impact upon their studies. Applications are welcomed from students who present with such learning challenges and reasonable accommodations will be made, where possible and within the College's resource constraints, to help students to overcome these challenges.

### 3. Roles and Responsibilities

The Programme Manager is responsible for the successful implementation of this policy in conjunction with Teachers and the Student Support Officer, ensuring all agreed supports for students with disabilities are made available and are fit for purpose. Ultimately, the beneficiaries of this policy will be students who will be supported every step of the way through their studies. The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed schedules, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

### 4. Policy

#### Disclosure - Pre-Enrolment

Should a student have a learning challenge that they believe could hinder full participation in the College programme, they are invited to contact the Academic Director during the admissions process to discuss the issues involved in complete confidence. Students must use UFORM015 Evidence of Disability Form Rev 1 to declare the relevant disability with supporting information to allow the College to first understand what impact such challenges may have on their ability to successfully complete the programme and to allow the College to make sure that the College programme is suitable for the student's learning needs. Such admissions queries are evaluated by the Academic Director who will determine if the programme is suitable for the student or not and by reference to the relevant HEI partner that the student wishes to progress to where relevant leading to a decision whether to admit the student or not. If the Academic Director decides that the student's learning needs can be reasonably accommodated, the student will be admitted (assuming the standard entry criteria have been met) but if the Academic Director deems the programme not to be best suited to the student's needs, the student's enrolment application will be declined. As with all student admission decisions, the Academic Director's decision can be appealed via the College Appeals Board...refer to UPOL007 UniHaven Student Recruitment and Admissions Policy Rev 2, section 5.

## Disclosure- At or After Enrolment

Students presenting with learning challenges are asked to register with the Student Support service upon enrolment to discuss any additional supports and services that may be offered. Information regarding a medical condition or disability is sensitive information. Therefore, the College will take great care when handling student data and we follow the guidelines set out in UPOL020 UniHaven Data Protection Policy Rev 1, UPOL023 UniHaven Data Retention Policy Rev 1 and UPOL024 UniHaven Data Security Policy Rev 1. Information that is provided will not be shown to staff unnecessarily unless the sharing of such information is essential for the staff member to provide the required level of teaching, learning, assessment or student support to the student or at the request of the student. In the instance where the College considers it necessary to verify the documentation provided it will attempt to do so in a way that does not compromise the privacy of the student. If at any time, during their programme of study, a student is concerned that they may have a learning challenge, they are encouraged to talk to the Student Support Officer who will notify the Academic Director to enable the making of an informed determination.

## Teaching, Learning, and Assessment

Reasonable accommodation will be used to facilitate the adaptation of teaching, learning and assessment as necessary to cater for the needs of students with learning challenges or disabilities, and/or other students which are covered by equality legislation, whose personal situation means that their experience of teaching, learning or assessment would otherwise be unfair. Special assessment arrangements/adaptations are not intended to and should not reduce the validity and reliability of the assessment or compromise the standard<sup>1</sup>. The adaptation should be used where the assessment technique(s) or instruments disadvantages the student in the assessment. Adaptations of assessment for a student may be implemented by the College without having to request permission from QQI. Adaptations may include the following and/or other reasonable adaptations and are approved in advance by the Programme Manager:

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<sup>1</sup> Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018\*), section 3.2.8

Extra time to complete each examination paper - the amount of extra time a student may be allowed depends on his/her individual needs.

Scribes and readers - transcribe to text the indicated verbal examination answers and reads and re-reads the entire or any part of the examination paper, as well as any part of the student's text as required. They should have familiarity with the terminology of the subject matter being examined, where/as appropriate.

Dictation to an audio file - the examination answers are recorded for transcription to text.

Enlarged print (to A3 size) - examination papers and other relevant documents are enlarged to a readable size. This is a common procedure for partially sighted learners.

Word processing - Students may request the use of a computer. The use of assistive technology must be cleared by the Academic Director, and it must be appropriate to the assessment mechanism being undertaken.

Separate examination rooms and invigilators - this facility may be utilised by students using assistive technology, or students requiring extra time, special furniture, etc.

Where the rapid onset of illness, incapacitation or other verifiable cause is likely to prevent a student from attempting an assessment, s/he should contact the relevant Teacher and/or Programme Manager at the earliest opportunity to discuss the issue.

The implementation of these adaptations will ensure that all students are assessed on an equitable basis. Students with disabilities can also engage with the College under Extenuating Circumstances should they wish to seek mitigating factors concerning their assessments...see UPOL015 UniHaven Assessment and Awards Policy Rev 2.

## Inclusion

The College ensures that facilities are accessible to students to the extent that is possible within the confines of the buildings rented from the property landlords. This includes physical access to and within the buildings.



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## Student and Programme Communications

For external and promotional communications, we strive to follow Cara – Sport Inclusion Ireland’s guide to inclusive communications – see the link here:

[https://caracentre.ie/sdm\\_downloads/inclusive-communications/](https://caracentre.ie/sdm_downloads/inclusive-communications/).

## 5. Procedures and Forms

Students present UFORM015 Evidence of Disability Form Rev 1 in the Appendix with an outline of their disability that the Academic Director evaluates against the disability guide.



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## Appendix

### UFORM015 Evidence of Disability Form Rev 1

#### Instructions for Completion

- A relevant Medical Consultant / Specialist who has the training and experience with the condition / disability must complete this form (please refer to UniHaven Student Guide to Providing Evidence of Disability).
- This form must be stamped.
- All applicants must complete this form, with the exception of those with Specific Learning Difficulties (e.g., Dyslexia), who must provide a recent Educational Psychologist's report.

#### 1 Student Details

Please complete ALL sections below in TYPE or BLOCK capitals:

Name of student:
Date of Birth:
Phone Number:

#### 2 Qualified Health Professional/Specialist

Name, Title of <u>Consultant/Specialist</u> :
Phone (including area code):
Position/Professional Credentials:
Date of Report:

If you are a GP or other health professional (not a Consultant or Specialist), please tick the relevant box below:

I have a diagnosis on file from the appropriate consultant/specialist named above:

☐



N.B. A copy of the document in which the diagnosis is confirmed must be attached to this form.

OR

I can confirm that I have diagnosed this person with a disability e.g., depression/acute anxiety:

The GP or other health professional should now complete sections 3-7 as appropriate.

☐

### 3 Disability Information (to be completed by qualified health professional)

Disability type (please tick)

ADHD	<input type="checkbox"/>	Neurological Condition	<input type="checkbox"/>	Autism Spectrum Disorder	<input type="checkbox"/>	Significant ongoing illness	<input type="checkbox"/>
Blind/visual impairment	<input type="checkbox"/>	Physical Disability	<input type="checkbox"/>	Dyspraxia	<input type="checkbox"/>	Specific Learning Difficulty	<input type="checkbox"/>
Mental Health Condition	<input type="checkbox"/>	Deaf/Hard of Hearing	<input type="checkbox"/>	Specific Learning Difficulty	<input type="checkbox"/>	Speech and Language Communication Disorder	<input type="checkbox"/>

Please state the specific name of the Disability


Date of Diagnosis/Onset of Disability

4 Please Briefly Describe the Course of the Condition i.e., will remain static, may have periods of relapse/remission, may deteriorate.

Duration: Ongoing/Permanent ☐

Temporary ☐

Fluctuating ☐



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5 How does the disability/medical condition impact on the students' ability to study and participate (example, fatigue, concentration, pain, etc.)?

6 Please describe measures currently being taken to treat the disability (e.g., medication, therapy)

7 What recommendations would you make for reasonable adjustments to enable equal participation in Higher Education (e.g., examination accommodations, adaptive equipment etc.)?





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8 Where a Consultant has completed this form, Consultant must complete the details below:

Consultant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Official Stamp: This form must be completed and signed by the appropriate professional. In addition, it should be stamped or accompanied by a business card or headed paper.

Official Stamp: If a stamp is not available, this form should be accompanied by a business card or headed paper.

A large, empty rectangular box with a black border, intended for an official stamp or business card.

9 Where a GP has completed this form, GP must complete the details below:

GP's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

GP Registration Number:

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Name of GP: \_\_\_\_\_

Official Stamp: This form must be completed and signed by the appropriate professional. In addition, it should be stamped or accompanied by a business card or headed paper.

Official Stamp: If a stamp is not available, this form should be accompanied by a business card or headed paper.

A large, empty rectangular box with a black border, intended for an official stamp or business card.

## UniHaven Student Guide to Providing Evidence of Disability

Type of Disability	Type of Documentation	Appropriate Professional
Attention Deficit Disorder (ADD) / Attention Deficit Hyperactivity Disorder (ADHD).	Evidence of Disability Form OR Existing report	Consultant Psychiatrist OR Psychologist OR Neurologist OR Paediatrician
Autistic Spectrum Disorder (including Asperger's Syndrome).	Evidence of Disability Form OR Existing report	Consultant Psychiatrist OR Psychologist OR Neurologist OR Paediatrician
Blind/Vision Impaired	Evidence of Disability Form OR Existing report.  N.B. Evidence from high street retailers not acceptable.	Ophthalmologist OR Ophthalmic Surgeon OR Letter from the National Council for the Blind confirming registration with the council. OR If a student has attended a school for the Blind, a letter on headed notepaper signed by the principal which confirms attendance at the school.  The evidence of disability must confirm that: The Best Corrected Visual Acuity is equal to or less than 6/24 (Snellen) in one eye OR Near Vision N18 or less in one eye. OR The Peripheral Field of Vision is limited to the extent that it interferes with normal visual acquisition of visual material e.g., Homonymous Hemianopia. OR  The Central Field of Vision is limited to the extent that it interferes with normal visual acquisition of visual material e.g., Stargardt's Disease

		OR Cortical visual impairment as part of a brain insult resulting in an inability to process visual information
Deaf/Hard of Hearing:	Evidence of Disability Form OR Existing report  N.B. Evidence from high street retailers not acceptable.	An audiogram from a professionally qualified Audiologist and/or ENT Consultant, with signature, clearly indicating moderate to profound bilateral hearing loss (i.e. above 40dB). OR If a student has attended a school for the Deaf, a letter on headed notepaper signed by the principal which confirms attendance at the school.
Developmental Co-ordination Disorder (DCD) - Dyspraxia/ Dysgraphia.	Full psycho-educational assessment AND Evidence of Disability Form OR Existing report	Psychologist AND Occupational Therapist OR Neurologist OR Chartered Physiotherapist
Intellectual disability	Evidence of Disability Form OR Existing report from relevant Specialist	Relevant Specialist
Mental Health Condition	Evidence of Disability Form completed no more than 5 years before point of Needs Assessment. OR Existing report which must be no older than 5 years at point of Needs Assessment.	Consultant Psychiatrist OR Specialist Registrar.
Neurological Condition (incl. Epilepsy and Brain Injury).	Evidence of Disability Form OR Existing report	Neurologist OR Other relevant Consultant
Physical disability	Evidence of Disability Form OR Existing report	Orthopaedic Consultant OR Other relevant consultant appropriate to the disability/ condition
Significant ongoing illness	Evidence of Disability Form no more than 5 years before point of Needs Assessment. OR Existing report which must be no older than 5 years at point of Needs Assessment.	Diabetes Type 1: Endocrinologist OR Paediatrician. Cystic Fibrosis (CF): Consultant Respiratory Physician OR Paediatrician.

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		Gastroenterology Conditions: Gastroenterologist. Other Conditions: Relevant Consultant/ Specialist in area of condition
Speech and Language Communication Disorder	Evidence of Disability Form OR Existing report	Speech and Language Therapist
Specific Learning Difficulty (incl. Dyslexia & Dyscalculia)	A full Psychological Assessment Report.	Psychologist

## Privacy Policy

<i>Quality Assurance Manual (QAM) Chapter 9</i>	
<i>Document Name</i>	Privacy Policy
<i>Policy Document Number</i>	UPOL021
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	Executive management team, all staff
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	3.2.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	<p>UDOC000 UniHaven Quality Assurance Manual Rev 2</p> <p>Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)</p> <p>Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016)</p> <p>The Data Protection Acts 1988 and 2003 (as amended)</p> <p>Data Protection Legislation including Article 5 guidelines on (GDPR) General Privacy Data Regulations</p> <p>UPOL020 UniHaven Data Protection Policy Rev 1</p> <p>UPOL022 UniHaven Cookie Policy Rev 1</p> <p>UPOL023 UniHaven Data Retention Policy Rev 1</p> <p>UPOL024 UniHaven Data Security Policy Rev 1</p>

## 1. Policy Overview

This policy outlines the guidelines for ensuring the privacy of website users is assured as it pertains to the College's compliance with GDPR legislation. The policy comes under the College's overarching GDPR policy, UPOL020 UniHaven Data Protection Policy Rev 1.

## 2. Policy Statement

www.unihaven.ie is the website of UniHaven Limited and is the College website. This means that UniHaven is the "Data controller" of this website. The College operate this website for two key purposes, Communication and eCommerce. The College uses the lawful bases of consent, legal obligation, and legitimate interests for processing personal data. A limited number of third parties are used that process personal data either directly on the website or indirectly through external links to the service provider's own webpage. The College will never knowingly engage in any practices that will bring harm to a user through their interaction with this website. The College asks users to read this Privacy Policy and related Cookie policy in full before engaging with the website and to send any questions or concerns about this policy to [dpo@unihaven.ie](mailto:dpo@unihaven.ie).

### Communication

The website is used to communicate information. The College also operates the website to enable users to communicate with the College and with each other. This may also include for marketing purposes if this is per the user's chosen marketing preferences. Also, the College has a presence on social media platforms such as Facebook, Instagram, Linked In, and Twitter.

### eCommerce

The College uses the website to offer products and services and to collect student fee payments via third-party provider links.

The College commits to

- Operating to the highest standards of practice.
- Keep the privacy of users at the forefront of design and operation.
- Only collecting minimal personal data.

- Only using trusted third-party services.
- Reviewing and reflecting to ensure security is appropriate and adequate.
- Never knowingly causing harm by misusing personal data.

### 3. Roles and Responsibilities

The College's Data Protection Officer (DPO) is the owner of this policy, but the Chief Revenue Officer is responsible for its implementation for the benefit of website users such as students, their families and stakeholders. The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed schedules, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

### 4. Policy

#### Data Collection

The College collects a minimal amount of personal data through the website. The table below shows the personal data collected, why it is collected, the lawful basis under GDPR and additional information that may be of use.

Type of Personal Data	Lawful Basis	Why collected	Additional Information
Contact information such as name and email	Consent	Subscription for the newsletter	This service is operated through MailerLite. Users can unsubscribe at any time.
Contact information such as name and email	Consent	Direct Marketing	This service is operated through MailerLite. Users can unsubscribe at any time.
Contact information such as name and email	Consent	For posting comments and in response to news items or articles	This service is operated through Tawk.to.

Contact information and payment information	Consent	For enrolling in programmes	This service is operated through Transfermate.
IP address from which you accessed the website, the pages you visit, information about your device type, operating system type and browser type.	You must consent first through the cookie banner	To help us understand how users interact with the website	This information is anonymous. This information is gathered through Google Analytics. See the Cookie Policy.
Aggregated information about UniHaven newsletters – e.g. have they been opened, have links been clicked, aggregated forward to friends	Legitimate Interests	To help us understand the performance of the newsletters	This information is gathered through a web beacon that MailerLite places on newsletters and not directly through the website.

### Third-Party Service Providers

The College uses third-party service providers on the website. The College recommends that users read the Privacy and Cookie Policies of these service providers. Where appropriate, the College has Data Processing Agreements with, or clauses included in the terms of services for, the chosen providers.

The College and/or the third-party partners may use the personal information users send for marketing purposes if this is per user marketing preferences. The College uses web beacons to learn more about the devices communications subscribers use. The College also tracks email or newsletter subscribers' movements from opening an email through to the website. Users can opt out of marketing emails at any time. See the College Cookie Policy for how marketing cookies are managed.

Many of these third-party services are international organisations. As such, they may transfer personal data outside the EU/EEA. For more information on how these services manage international data transfers, please review their respective privacy policies.



The table below provides information about the service, why the College is using it, additional information about it, and links to their respective Privacy and Cookie notices. Please be aware that when users click these links, they are leaving the College website and the College has no control over how these third-party websites may use personal data or cookies.

Name of service	Reason for use	If I do not want this service, what can I do?	Additional Information	Link to Service Privacy and Cookie Policy
Wordpress	This is the software used for the website	It cannot be turned off.	See <a href="#">Security   WordPress.org</a> for more information about the core software security	<a href="#">Wordpress Privacy Policy</a> <a href="#">WordPress Cookie Policy</a>
Convera	This is the payments software option.	Users can unsubscribe and opt-out at any time		<a href="#">Convera Privacy Policy</a> <a href="#">Convera Cookie Policy</a>
MailerLite	This service enables us to manage the newsletter and email marketing lists	Users can unsubscribe and opt-out at any time		<a href="#">MailerLite Privacy Policy</a> <a href="#">MailerLite Cookie Policy</a>

## Social Media

The College has a presence on social media platforms such as LinkedIn, Instagram, Facebook, and Twitter and uses Vimeo for video recordings. These accounts are used to post information such as notices about staff, college information and programmes. These accounts are not monitored. Users need to be aware that any responses to content on these social media platforms are done so through users own choice, at their own risk and without expectation of privacy. This should be noted as the College is not able to control how other users on these platforms may act.

The table below lists the social media account platforms with links to their respective privacy and cookie notices. The College advises users to read these policies in advance of using their services. Please be aware that when users click these links, they are leaving the

College website and that the College has no control over these third-party websites use of personal data or cookies.

Social Media Platform	Links to Policies
LinkedIn	<a href="#">LinkedIn Privacy Policy</a> <a href="#">LinkedIn Cookie Policy</a>
Facebook	<a href="#">Facebook Privacy Policy</a>
Instagram	<a href="#">Instagram Privacy Policy</a>
Twitter	<a href="#">Twitter Privacy Policy</a> <a href="#">Twitter Cookie Policy</a>
YouTube	<a href="#">Google Privacy Policy</a>
Vimeo	<a href="#">Vimeo Privacy Policy</a> <a href="#">Vimeo Cookie Policy</a>

## Information Security

The website processes a small amount of personal data. However, the College takes its duty to protect this data very seriously and has in place technical and organisational safeguards to do this proportionate to the size and scope and nature of the personal data processing. If users become aware of something that gives concern about the security of their personal data, they should contact [dpo@unihaven.ie](mailto:dpo@unihaven.ie).

## User Rights

The College is committed to ensuring that the rights and freedoms of website users are respected and that as data subjects that users are enabled to exercise these rights. Under GDPR, users have rights including:

- Right of access - the right to ask the College for copies of personal information.
- Right to rectification - the right to ask the College to rectify information users think is inaccurate. Users also have the right to ask the College to complete information they think is incomplete.
- Right to erasure - the right to ask the College to erase personal information in certain circumstances.
- Right to restriction of processing - the right to ask the College to restrict the processing of information in certain circumstances.

- Right to object to processing - the right to object to the processing of personal data in certain circumstances.
- Right to data portability - the right to ask the College to transfer the information given to it to another organisation, or users, in certain circumstances.

Users are not required to pay any charge for exercising their rights. If users make a request, the College has 30 calendar days in which to respond.

### Right to Complain

The College hope that users do not need to complain, but if they do, please contact the College first at [dpo@unihaven.ie](mailto:dpo@unihaven.ie) and hopefully the College will be able to resolve it fairly and amicably. Users also have the right to complain to the Supervisory Authority:

DATA PROTECTION COMMISSION  
21 FITZWILLIAM SQUARE SOUTH  
DUBLIN 2  
D02 RD28  
IRELAND  
Ph: [+353 \(0\)761 104 800](tel:+3530761104800)  
Ph: [+353 \(0\)57 868 4800](tel:+3530578684800)

Users also have the right to a judicial review. Please see [www.dataprotection.ie](http://www.dataprotection.ie) for more information.

## 5. Procedures and Forms

The policy should be read with the following policies and procedures:

- UPOL020 UniHaven Data Protection Policy Rev 1.
- UPOL022 UniHaven Cookie Policy Rev 1.
- UPRO012 UniHaven Data Subject Access Request Procedure Rev 1.
- UPRO013 UniHaven Data Security Breach and Reporting Procedure Rev 1.

## Learner Protection Policy

<i>Quality Assurance Manual (QAM) Chapters 4 and 8</i>	
<i>Document Name</i>	Learner Protection Policy
<i>Policy Document Number</i>	UPOL002
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	CEO, Recruitment and Admissions Officer
<i>Approved By</i>	Academic Council
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	<p>UDOC000 UniHaven Quality Assurance Manual Rev 2</p> <p>Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)</p> <p>Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016)</p> <p>Qualifications and Quality Assurance (Education and Training) Act 2012, section 65(5)</p> <p>Protection of Enrolled Learners (PEL): Protocols for the Implementation of Part 6 of the 2012 Act Guidelines for Providers</p> <p>Code of Practice for Provision of Programmes of Education and Training to International Learners (2015)</p>

## 1. Policy Overview

This policy sets out how UniHaven will comply with its legal and regulatory requirements regarding the formal protection of enrolled learners (PEL). This is particularly relevant to the recruitment and teaching of international students in Ireland. This policy aims to provide sufficient assurance to students themselves, their families, Higher Education Partners (HEIs), and the national education and regulatory bodies in Ireland that the students will secure fee refunds in the unlikely event that UniHaven should be unable to continue the programme for reasons defined in the Qualifications and Quality Assurance (Education and Training) Act (2012) (the 2012 Act)<sup>1</sup>.

## 2. Policy Statement

QQI has developed and approved protocols to facilitate providers in fulfilling their legal obligations regarding PEL<sup>2</sup>. These guidelines aim to assist providers with the implementation of the approved protocols. QQI has responsibility for enforcing the legal rights afforded to learners in Ireland, especially international learners, as outlined in the 2012 Act.

PEL is a requirement for providers or programmes of three months duration or longer and where the learner has paid the programme fees to put in place arrangements to ensure that if a programme of education and training ceases prematurely, learners will be able to complete a similar programme with another provider, or have their monies refunded<sup>3</sup>. It aims to ensure that learners are furnished with adequate and accurate information about the programme on which they enrol. Providers offering awards made by QQI with PEL arrangements are also required to provide information to learners on the protections in place if the programme ceases before completion. This policy outlines the College's approach to complying with the 2012 Act in the above context. The College commits to ongoing compliance with both QQI and the Government's requirements with respect to the Protection of Enrolled Learners as relevant to students who study at the College.

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<sup>1</sup> Qualifications and Quality Assurance (Education and Training) Act 2012, section 65(5)

<sup>2</sup> PEL: Protection of Enrolled Learners: Protocols for Implementation of Part 6 of the Qualifications and Quality Assurance (Education and Training) Act 2012 (the 2012 Act)

<sup>3</sup> Code of Practice for Provision of Programmes of Education and Training to International Learners (2015)

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### 3. Roles and Responsibilities

The implementation of this policy is overseen by the Academic Director. The CEO is ultimately accountable for ensuring that the necessary PEL arrangements are in place for the benefit of all students who study at the College and reports to the Board of Directors. and the Recruitment and Admissions Officer has responsibility for ensuring that each enrolled student has an individual learner protection policy assigned to her/him. The Academic Director under the auspices of the College Admissions Board will monitor compliance with this policy for each cohort that is admitted.

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed schedules and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

### 4. Policy

Before commencing the programme, and before accepting any payment from or on behalf of an enrolled student in respect of the programmes that they intend to study, the College will notify the enrolled student in writing of the following<sup>4</sup>:

- The name of QQI as the awarding body.
- The title of the programme and the award to which it leads. For the College, the title is the UniHaven International Foundation Pathway Programme, and the award is the Level 5 Specific Purpose Certificate in International Foundation Studies Award.
- That the award is recognised within the NFQ, and the level of that recognition within the NFQ.
- A statement of how procedures for access, transfer and progression procedures apply to the programme...see UPOL006 UniHaven Access, Transfer and Progression Policy for full details.
- College details for PEL arrangements that are in place, i.e.:

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<sup>4</sup> Code of Practice for Provision of Programmes of Education and Training to International Learners (2015)

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- The fact that an individual learner protection insurance policy will be set up on students' behalf.
  - The fees are payable by the student relating to their policy.
  - What protections they will get from having this policy, i.e., that the policy will finance and underpin the College's commitment to refund to enrolled students, or to the person who paid the fees on their behalf, the monies most recently paid in respect of the programme for:
    - Tuition fees.
    - Registration fees.
    - Learner protection fees.
    - Medical insurance fees.
    - Examination fees.
    - Progression Fees.
    - Administration fees to include fees for programme books, online resources, online study platforms and so on.

This policy will provide sufficient funds to refund the sums relevant to the fee payment types listed above. The money to refund students will come from an individual learner protection insurance policy that each student will take out at the admissions and enrolment stage. The College will have a policy schedule outlining the extent of cover for its students.

The College will notify enrolled students in writing of any change in the information notified to the learner within 14 days after becoming aware of that change as per QQI requirements<sup>5</sup>.

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<sup>5</sup> Protection of Enrolled Learners (PEL): Protocols for the Implementation of Part 6 of the 2012 Act Guidelines for Providers

## 5. Procedures and Forms

Should any the programme cease prematurely to such an extent that students cannot complete it, the Academic Director will notify QQI that the College is implementing this procedure and will ensure that QQI has access to all and any student records, including fee payment records and assessment material (including assignment briefs and marking criteria etc.). UPOLO20 UniHaven Data Protection Policy Rev 1 caters for and permits the College to share such data in these circumstances under the category of 'Legitimate Interest'. Specifically, QQI will be notified of

- The number of students involved.
- The date the programme will cease.
- The date students were notified of the need to refund fees.
- The category of fees refunded.
- The planned refund dates.
- Any additional information requested by QQI.

The Academic Director will notify all students who are enrolled on the programme in question in person if possible and explain to them why the College has no option but to discontinue the programme. S/he will also outline the process by which students will be compensated for the discontinuance of the programme by way of refund to the enrolled students, or to the person who paid the fees on their behalf, the monies most recently paid in respect of the programme for:

- Tuition fees.
- Registration fees.
- Learner protection fees.
- Medical insurance fees.
- Examination fees.
- Progression Fees.
- Administration fees to include fees for programme books, online resources, online study platforms and so on.





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The CEO will act as the liaison person between the College, students/their parents or guardians and the insurance company that provides the College with the learner protection student policy to ensure that the students get the refunds they are due within 28 working days of notifying the students of the need to refund. Refunds will be processed via bank transfer or Convera/Western Union, depending on which way students had initially paid their fees, as outlined in UPOL008 UniHaven Fees and Refund Policy Rev 1.

Once the refunds have been paid, the Academic Director notifies QQI including a summary of

- The number of students involved.
- The date the programme ceased.
- The date students were notified of the need to refund fees.
- The category of fees refunded.
- The refund dates.
- Any additional information requested by QQI.

External communications explaining the reasons for programme cessation together with the QQI-agreed action plans will be publicised via UPOL026 UniHaven Communications Policy Rev 1 as directed by the Academic Director.

## External Examiners, Chairs and Members Selection Procedure

<i>Quality Assurance Manual (QAM) Chapter 7</i>	
<i>Document Name</i>	External Examiners, Chairs and Members Selection Procedure
<i>Procedure Document Number</i>	UPRO009
<i>Version Reference</i>	Rev.0
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	Programme Manager, Quality Officer, Teachers
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Procedure Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	UDOC000 UniHaven Quality Assurance Manual Rev 2 UPOL029 Collaborations and External Appointments Policy Rev 1

## 1. Purpose

This procedure addresses the processes involved in selecting and appointing external individuals to the roles of External Examiners as well as members/chairs of any College board or committee.

## 2. Roles and Responsibilities

This procedure aims to guide the Academic Director in how best to select and appoint external individuals into the roles described in this procedure.

## 3. Documentation

UPOL016 UniHaven QQI External Examining Policy Rev 1 outlines the guidelines for selecting and appointing External Examiners. The UFORM021 UniHaven External Examiner/Member Nomination Form Rev 1 and the External Examiner/Member Agreement Rev 1 should be used in conjunction with this procedure, and both are attached in the Appendix.

## 4. Procedure

Selection Criteria to Justify Nomination

External Examiners and Members must have:

- Academic qualifications and/or professional expertise appropriate to the programme being examined and/or the role they have been nominated to hold.
- At least 3 years of relevant industrial, commercial, or academic experience.
- A willingness to devote time to their role.
- A willingness to arbitrate on or adjudicate on problem cases.
- A willingness to respond quickly to requests for comments and input within time deadlines.

The following criteria are adopted by AC for consideration during the appointment of proposed External Examiners. External Examiners should<sup>1</sup>:

- Have experience in delivering programme assessment or work in the industry/field.
- Agree to undertake appropriate training and attend appropriate briefings.
- Have the qualities necessary to interact with students, internal assessors, and senior staff members i.e., have good communication skills.
- Have administrative and IT skills e.g., report writing, time-management skills.
- Undertake to operate within the code of practice and guidelines issued by QQI<sup>2</sup>.
- Be available to the College at appropriate times.
- Be independent of the College.

Also, External Examiners should:

- Have academic qualifications and/or professional expertise appropriate to the programme being examined (minimum of an Honours Bachelor's degree – NFQ Level 8).
- Have at least 3 years of relevant examining experience.
- Have a willingness to devote time to their role.
- Have a willingness to arbitrate on or adjudicate on problem cases.
- Have a willingness to respond quickly to requests for comments on exam papers and production of final reports within time deadlines.
- Be external to the College and must not be already a member of any of its other boards or committees.

### Nomination and Approval

Any staff member can complete the External Examiner/Member Nomination Form (see Appendix) by stating how a nominee meets the selection criteria above. Nominee credentials are then assessed at AC and the Academic Director either sign on behalf of the Academic Council to approve nominees to select roles or denies the nomination.

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<sup>1</sup> Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018), section 4.3.2

<sup>2</sup> Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018), Appendix 11

## External Examiners Induction

On approval of an External Examiner and before induction the following material will be supplied:

- The mission of the college and its context.
- The overall structure of the programme.
- Any professional requirements, recognition and consequence of that recognition in the context of educational requirements for entry into the profession, and how the programme prepares learners for entry into the relevant profession.
- Programme Title.
- Invitation to Induction.
- External Examiner/Member Agreement (see Appendix).
- Name and contact details of all relevant staff.
- Contract and dates of the relevant Board, Committee, and Council meetings.
- Programme Outline.
- Programme Schedule.
- Assessment Schedule/Student Handbook.
- UPOL015 UniHaven Assessment and Awards Policy Rev 2 to include programme structure, grading scheme, award calculation and classifications.
- Effective Practice Guidelines for External Examining QQI Revised Feb 2015.
- Past External Examiner Reports, including trends in assessment outcomes, retention data etc.
- Other programme-based reports as required (e.g., Annual Reports, response to External Examiners etc.)
- How feedback will be given - i.e., report, forms etc. Such templates will be agreed upon with External Examiners before the request for such information.



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The External Examiner will agree with the Programme Manager what material is to be pre-approved to include some or all:

- A minimum of all exam papers.
- Continuous assessment usually is worth at least 30% of a module at the award stage.
- A schedule of times for receipt of material, feedback forms and deadlines for feedback.

#### External Member Induction

On approval of an External Member and before induction the following material will be supplied:

- The mission of the college and its context.
- The overall structure of the programme.
- Any professional requirements, recognition, and consequence of that recognition in the context of educational requirements for entry into the profession, and how the programme prepares learners for entry into the relevant profession.
- Programme Title.
- Invitation to Induction.
- External Examiner/Member Agreement including confirmation of an absence of conflicts of interest (see Appendix).
- Name and contact details of all relevant staff.
- Contract and dates of the relevant Board, Committee, and Council meetings.

## 5. Quality Control

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed timetables, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.



## APPENDIX

### UFORM021 UniHaven External Examiner or Member Nomination Form Rev 1

Name of Nominee:	
Academic Qualifications:	
Professional expertise:	
Areas of specialisation:	
Place of work / Address:	
Telephone:	
Email:	
Summary of relevant experience:	
Academic Year and Programme(s), subject(s) to be examined:	
Other information:	
Has the nominee agreed to act as proposed?	Yes ____ No ____
Proposal made by:	Name: Title:
Signed:	Date:
Academic Director Approval of Nominee on Behalf of UniHaven AC for 3 years.	Name:
Signed:	Date:





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## UDOC010 External Examiner/Member Agreement Rev 1

I, \_\_\_\_\_ (PRINT NAME), agree to be bound by UniHaven's agreement terms as outlined below.

Start Date of Agreement: \_\_\_\_\_

I declare that

- I have expertise and experience in relevance to the role I will now hold with the College and as provided to the College as part of my nomination process.
- I comply with all relevant requirements laid down by relevant professional or statutory bodies.
- I am not engaged in any reciprocal external examining relationship between the College and my department.
- I have not had close involvement with the college during the last three years as, for example, a member of staff, a member of the AC or as a student.
- I have no conflict of interest in taking up this role or, where there is a potential for conflict of interest, I have declared as much.
- I am aware that my term of appointment will be a maximum of three years starting on the start date listed in this agreement and that my re-appointment would be considered by the College in exceptional cases only.
- If I must withdraw my services during the three years of appointment due to professional or personal reasons, I accept that the College will identify and appoint a suitable replacement in a timely manner.
- As relevant to External Examiners, I do not hold more than two concurrent substantive external examinations, including the one at the College, nor will I do so without the prior agreement of the College.

### Signatures

\_\_\_\_\_  
External Examiner/Member

Date

\_\_\_\_\_  
Academic Director on behalf of UniHaven Academic Council

Date:



## UFORM022 Personal Data Breach Report Form Rev 1

*Please act promptly to report any data security breaches. If you discover a data security breach, please notify your line manager immediately. Line managers need to complete Section 1 of this form and email it to the DPO at [dpo@unihaven.ie](mailto:dpo@unihaven.ie).*

Section 1: Notification of Data Security Breach	To be completed by Line Manager of the person reporting the incident
<i>Date incident was discovered:</i>	
<i>Date(s) of incident:</i>	
<i>Place of incident:</i>	
<i>Name of person reporting incident:</i>	
<i>Contact details of person reporting incident (email address, telephone number, etc.):</i>	
<i>Brief description of incident or details of the information lost:</i>	
<i>The number of Data Subjects affected, if known:</i>	
<i>Has any personal data been placed at risk? If, so please provide details</i>	
<i>Brief description of any action taken at the time of discovery:</i>	
<i>For college use</i>	
<i>Received by:</i>	
<i>On (date):</i>	
<i>Forwarded for action to:</i>	
<i>On (date):</i>	

Section 2: Assessment of Severity	To be completed by DPO in consultation with the Line Manager affected by the breach.
Details of the IT systems, equipment, devices, records involved in the security breach:	
Details of information loss:	
What is the nature of the information lost?	
How much data has been lost? If laptop lost/stolen: how recently was the laptop backed up onto central IT systems?	
Is the information unique? Will its loss have adverse operational, research, financial legal, liability or reputational consequences for the college or third parties?	
How many data subjects are affected?	
Is the data bound by any contractual security arrangements e.g., to student sponsors?	
What is the nature of the sensitivity of the data? Please provide details of any types of information that fall into any of the following categories:	
<p><b>HIGH-RISK personal data</b></p> <ul style="list-style-type: none"> <li>○ Sensitive personal data (as defined in the Data Protection Acts) relating to a living, identifiable individual's <ul style="list-style-type: none"> <li>a) racial or ethnic origin.</li> <li>b) political opinions or religious or philosophical beliefs.</li> <li>c) membership of a trade union.</li> <li>d) physical or mental health or condition or sexual life.</li> <li>e) commission or alleged commission of any offence.</li> <li>f) proceedings for an offence committed or alleged to have been committed by the data subject, the disposal of such proceedings or the sentence of any court in such proceedings.</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>○ Information that could be used to commit identity fraud such as personal bank account and other financial information and national identifiers, such as Personal Public Service Numbers (PPSNs) and copies of passports and visas.</li> </ul>	
<ul style="list-style-type: none"> <li>○ Personal information relating to vulnerable adults and children.</li> </ul>	



<ul style="list-style-type: none"><li>o Detailed profiles of individuals including information about work performance, salaries or personal life that would cause significant damage or distress to that person if disclosed.</li></ul>	
<ul style="list-style-type: none"><li>o Spreadsheets of marks or grades obtained by students, information about individual cases of student discipline or sensitive negotiations which could adversely affect individuals.</li></ul>	
<ul style="list-style-type: none"><li>o Security information that would compromise the safety of individuals if disclosed.</li></ul>	
Category of the incident (Lo Risk, Risk, Hi Risk):	
Reported to CEO:	
If Risk or Hi Risk, date escalated by DPO to the CEO/Executive Management Team	
Signature: _____	Date: _____

## Blended Learning Policy

<i>Quality Assurance Manual (QAM) Chapter 6</i>	
<i>Document Name</i>	Blended Learning Policy
<i>Procedure Document Number</i>	UPOL014
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	Academic Staff
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	UDOC000 UniHaven Quality Assurance Manual Rev 2 Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016) Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016) QQI Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (2018) UPOL005 UniHaven Programme Development Policy Rev 2 UPOL013 UniHaven Teaching and Learning Policy Rev 1 UPOL020 UniHaven Data Protection Policy Rev 1 UPOL023 UniHaven Data Retention Policy Rev 1 UPOL024 UniHaven Data Security Policy Rev 1 UPOL025 UniHaven Learning Analytics Policy Rev 1 UPOL026 UniHaven Communications Policy Rev 1 UDOC001 UniHaven Programme Handbook Rev 2

## 1. Policy Overview

This policy sets out UniHaven's approach to blended learning to ensure that all blended learning approaches are designed and used to complement and support students in-class learning.

## 2. Policy Statement

This policy on Blended Learning provision is consistent with QQI standards, guidelines, policies, and criteria relating to programmes and awards, in particular: QQI's Statutory Quality Assurance guidelines for Providers of Blended Learning Programmes (2018). As described in the QQI guidelines, blended learning will always have an in-class teaching element. Concerning the UniHaven International Foundation Pathway Programme ("the programme"), being the only programme run at the college, not only does the College wish to provide as much in-class teaching as possible to satisfy its ethos and strategic priorities, but foundation programmes like this also need to satisfy the Department of Justice's ILEP requirements where in-class teaching must be at least 15 hours a week for visa compliance purposes for international students<sup>1</sup>. Because of the above requirements, the programme will be taught fully in class five days a week as a programme of full-time study over a six-to-9-month period with blended learning aspects limited to teaching and learning support and student support activities. Should in-class teaching be suspended due to Government directives, the College can temporarily switch to fully online teaching, learning and assessment until in-class delivery resumes because the LMS facilitate this in conjunction with Microsoft Office 365 software that students will have access to.

It is important to clarify that despite being an international education provider, all students studying the programme will travel to Ireland to study in class. Consequently, the programme will not be available as a fully online offer to students outside of Ireland nor will it have any students studying the programme outside of Ireland.

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<sup>1</sup> <http://www.inis.gov.ie/en/INIS/form-ILFC.pdf/Files/form-ILFC.pdf>

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### 3. Roles and Responsibilities

This policy aims to ensure that online and remote components of College teaching, learning and assessment provision are supported by fit-for-purpose organisational infrastructure and processes for the ultimate benefit of students. The principles and processes set out in this policy are intended to facilitate access to and participation in the programme, ensuring a high-quality, consistent, learning experience for all students. The Academic Director is responsible for determining the degree to which blended learning is employed in the context of best practice and the College's strategic priorities under the auspices of the Academic Council (AC). The Programme Manager is responsible for ensuring that programme development, monitoring and review include its blended learning aspects. Academic staff are responsible for implementing this policy as developers, teachers, and assessors of programme content.

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed timetables, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

### 4. Policy

Blended learning refers to “the integration of classroom face-to-face learning experiences with online learning experiences”<sup>2</sup>. The programme will be delivered in class and will have in-class summative assessments. Formative assessments may be completed remotely and submitted online. Great care has been taken to ensure that blended learning approaches have been designed to preserve and enhance the academic standards associated with the programme.

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<sup>2</sup> QQI's Statutory Quality Assurance guidelines for Providers of Blended Learning Programmes (2018)

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Blended learning concerning other programme and learning supports at the College may include a combination of the following as remote-accessible or online elements:

- Teaching and learning supports and resources developed for online delivery or access.
- Access to learning technologies.
  - Claned is the name and supplier of the College learning management system (LMS).
  - Office365 will be offered free to students to allow them to use
    - College email.
    - Use Microsoft's suite of Word, Excel and PowerPoint software packages for document writing, data processing and presentation purposes.
    - Use MS Teams for individual or group remote/online tutorial/student support, projects or other forms of student group learning and formative assessment work.
- Teaching and learning support provided online as easily accessible off-campus support.
- Online activities to support formative assessment.
- Submission, grading and feedback on formative assessments.
- Provision of student learning supports such as Teacher mentoring, resource material depository etc.

#### IT Infrastructure and Resources

Consistent with QQI resource-related requirements<sup>3</sup>, the College's choice of learning management system (LMS) is a very affordable, ready-to-go cloud technology option where the LMS design expertise and technology update is the responsibility of the provider while the responsibility for designing the content and making it accessible to or delivering it interactively and engagingly is the responsibility of College staff. In conjunction with Microsoft's Office365 free student and low-cost staff education licensing that the College avails of, the College is satisfied that its LMS and learning technology

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<sup>3</sup> QQI's Statutory Quality Assurance guidelines for Providers of Blended Learning Programmes (2018)



support provision is a user-friendly, modern, accessible, and affordable option for staff and students. The College has been careful to ensure that the LMS chosen will support teaching and learning rather than teaching and learning is a secondary consideration to the choice of LMS product.

### Student Information about Blended Learning

We are committed to ensuring students are adequately prepared to function in a blended learning environment with academic staff guiding them through the process. Students must have full access to information on how blended learning approaches may differ from their previous experiences with traditional learning environments. Students will be pre-informed about the structure of the programme, the blended learning aspects of teaching, learning, assessment and support as well as any IT requirements they will need to avail of, including how to access and use the LMS, in the Programme Handbook and in College registration and induction materials given to them as they begin the programme...see UDOC001 UniHaven Programme Handbook Rev 2 and UPRO002 UniHaven Student Registration and Induction Procedure Rev 1. Information given will include

- A clear explanation of the degree to which blended learning will be utilised in their programme and which activities will and will not be available/delivered online/remotely.
- IT and Data
  - Details of the technical requirements necessary to access, participate in and successfully complete the programme including hardware, software, and items such as broadband/connectivity.
  - How student data is gathered, protected, stored, and used for the benefit of their academic journey with UniHaven as per UPOL020 UniHaven Data Protection Policy Rev 1, UPOL023 UniHaven Data Retention Policy Rev 1, UPOL024 UniHaven Data Security Policy Rev 1 and UPOL025 UniHaven Learning Analytics Policy Rev 1.

## Programme

All blended teaching and learning components go through the programme development and review process to ensure a high-quality learning experience for all students as per UPOL005 UniHaven Programme Development Policy Rev 2. This includes the inclusion of blended learning aspects as part of QQI programme validation processes. The College focuses on the practical alignment of learning outcomes, assessments and content of all online learning activities making sure they are fit for purpose as per UPOL013 Teaching and Learning Policy Rev 1 and UPOL015 UniHaven Assessment and Awards Policy Rev 2. Specifically, concerning blended aspects

- Teaching and Learning – see UPOL013 UniHaven Teaching and Learning Policy Rev 1
  - Students will be informed of the in-class and online elements of teaching and learning activities.
  - The weekly timetable will show any online components.
  - Any requirements for online collaborative participation such as involvement in webinars, group work or online discussions will be communicated in advance.
- Assessments – see UPOL014 UniHaven Assessment and Awards Policy Rev 2
  - A comprehensive schedule of assessments including feedback timelines will be provided with summative and formative assessments identified separately.
  - Students will be told if formative assessment and assessment feedback will be provided online or in class.
  - Assessment guidelines will outline if they are to be completed and/or submitted online, how students will be identified, how assessments will be verified as being authentic to the student, how data is protected and how feedback will be provided.
- Student support – see UPOL019 UniHaven Student Support Policy Rev 1
  - Information will be made available to students about the online support services that are available regarding academic, pastoral and technical support, when they are available, from whom and how to access each.

All programme-related information will be approved by the Programme Manager before release to students.

## 5. Procedures and Forms

The following policies are relevant to the implementation of this policy:

- UPOL005 UniHaven Programme Development Policy Rev 2.
- UPOL013 Teaching and Learning Policy Rev 1.
- UPOL020 UniHaven Data Protection Policy Rev 1.
- UPOL023 UniHaven Data Retention Policy Rev 1.
- UPOL024 UniHaven Data Security Policy Rev 1.
- UPOL025 UniHaven Learning Analytics Policy Rev 1.
- UDOC001 UniHaven Programme Handbook Rev 2.



## Protected Disclosures Policy

<i>Quality Assurance Manual (QAM) Chapter 5</i>	
<i>Document Name</i>	Protected Disclosures Policy
<i>Policy Document Number</i>	UPOL031
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	All College staff
<i>Approved By</i>	Academic Council
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	UDOC000 UniHaven Quality Assurance Manual Rev 2 Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016) Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016) Protected Disclosures Act, 2014 UDOC007 UniHaven Employee Handbook Rev 1



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## 1. Policy Overview

This Policy aims to give effect to the obligations and provisions of the Protected Disclosures Act, 2014 (hereinafter referred to as 'the Act') and does not replace any legal reporting or disclosure requirements arising under other legislation. Where statutory reporting requirements or procedures exist, these must be fully complied with. Specifically, this policy aims:

To encourage the reporting of suspected relevant wrongdoing as soon as possible in the knowledge that reports will be taken seriously and investigated as appropriate and that confidentiality will be respected in the manner provided by the Act.

To guide as to how to raise concerns internally and to set out how those concerns will be dealt with.

To reassure staff that genuine concerns can and should be raised, even if they turn out to be mistaken, without fear of penalisation.

This Policy sets out the College procedures for making and dealing with protected disclosures as prescribed by section 21 of the Act.

## 2. Policy Statement

This Policy expresses the College commitment to addressing concerns about potential/possible wrongdoing that may arise and protecting staff members who make reports of misconduct under this policy. In line with that commitment, staff who have concerns about any aspect of College activities are encouraged and expected to come forward and voice those concerns. They may do so without fear of victimisation, subsequent discrimination, or disadvantage because of their disclosure.

## 3. Roles and Responsibilities

This Policy covers all “staff members” as defined by the Act<sup>1</sup>, which includes current and former employees, Board members, advisors, independent contractors, trainees, part-time, full-time, and agency staff members. This policy will be communicated to all staff as part of induction procedures as per UPOL010 UniHaven Staff Learning and Development Policy Rev 1. A copy of this policy can be obtained by contacting the Academic Director

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<sup>1</sup> Protected Disclosures Act, 2014, section 3



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and it is the responsibility of the CEO to ensure the policy is implemented described for all academic and non-academic staff. The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed schedules, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

#### 4. Policy

##### Protected Disclosures

A protected disclosure, as defined in the Act, is a disclosure of relevant information where, in the staff member's reasonable belief, it tends to show one or more relevant wrongdoings and when the information came to the staff member's attention in connection with his or her employment and is disclosed in the manner prescribed in the Act. The following matters are relevant wrongdoings for the Act and as outlined in the Act<sup>2</sup>:

That an offence has been, is being or is likely to be committed.

That a person has failed, is failing or is likely to fail to comply with any legal obligation, other than one arising under the staff member's contract of employment or another contract whereby the staff member undertakes to do or personally perform any work or services.

That a miscarriage of justice has occurred, is occurring or is likely to occur.

That the health or safety of any individual has been, is being or is likely to be endangered.

That the environment has been, is being or is likely to be damaged.

It is immaterial whether a relevant wrongdoing occurred, occurs, or would occur in the State or elsewhere and whether the law applying to it is that of the State or that of any other country or territory.

A matter is not relevant wrongdoing if it is a matter which

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<sup>2</sup> Protected Disclosures Act, 2014, section 5



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- It is the function of the staff member or the staff member's employer to detect, investigate or prosecute and does not consist of or involve an act or omission on the part of the employer.
  - A disclosure of information in respect of which a claim to legal professional privilege could be maintained in legal proceedings is not a protected disclosure if it is made by a person to whom the information was disclosed while obtaining legal advice.

The motivation for making a disclosure is irrelevant to whether it is a protected disclosure.

In proceedings involving an issue as to whether a disclosure is a protected disclosure, it shall be presumed, until the contrary is proved, that it is.

#### When Not to Use This Policy

This policy should not be used to raise complaints relating to personal circumstances or staff members' terms or conditions of employment, such as the way they are being treated at work or workplace issues affecting them personally. In such cases, refer to UDOC007 UniHaven Employee Handbook Rev 1 and the grievance procedures therein. For the avoidance of doubt, a matter is not relevant wrongdoing if it is a matter which is the function of the staff member or the employee's staff member to detect, investigate or prosecute and does not consist of or involve an act or omission on the part of the employer.

#### Assurance of Protection

The College recognises that the decision to report a concern can be difficult to make, not least because of the fear of reprisal. If staff members make allegations in good faith, they should have nothing to fear as they will be doing their duty to the College, their colleagues, and to students and stakeholders. The College is strongly committed to the protection of staff members such that they can safely raise concerns about wrongdoing in the knowledge that they will be supported and protected from repercussions. That said, staff members should not pursue their investigations, however well-intended, because a flawed



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or improper investigation could compromise the College's ability to take effective action to rectify any wrongdoing uncovered.

Direct or indirect pressure on staff members not to disclose or make a disclosure contrary to this policy will not be tolerated. The College recognises that penalisation can take many forms. It can be direct or indirect and may be perpetrated by fellow staff members or by College management. Examples of penalisation include any unfair or adverse treatment (whether acts of commission or omission) that can result in a staff member suffering any unfavourable change in his/her conditions of employment. The College will not penalise or threaten to discipline a staff member for making a protected disclosure nor will it allow any other person to discipline or threaten penalisation for having disclosed under this policy. This protection extends outside the workplace, for example, to conferences and training outside the workplace and work-related social events. Penalisation or threats of penalisation made against any staff members who choose to exercise their right to make a protected disclosure, or any person related to them, will not be tolerated. Such behaviour may constitute misconduct and may lead to disciplinary action up to and including dismissal for staff and termination of agreements for stakeholders.

#### Channels for making Protected Disclosure

This policy guides staff members as to how best to make a protected disclosure. The Act recognises that it may be appropriate for concerns to be raised to an external body in some limited circumstances, such as a regulator or a person prescribed by law<sup>3</sup>. The staff member is encouraged to consult with the College if s/he believes an external disclosure should be made. See section 5 for procedures for making protected disclosures while working at or for the College.

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<sup>3</sup> Protected Disclosures Act, 2014, section 17





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## Confidentiality

All disclosures will be treated in confidence, and every effort will be made to protect a staff member's identity if the staff member so wishes. The focus will always be on the information in the disclosure rather than the identity of the staff member making the disclosure. Disclosures will be kept secure and in a form that does not endanger the staff member's confidentiality with the exception that a staff member's identity may have to be revealed as obliged under law, e.g. child protection matters, criminal offences etc. The College does not encourage anonymous disclosures as such disclosures make investigation difficult and, in some cases, impossible.

## Untrue Allegations

If a staff member makes a disclosure under this policy, but the information or allegation is subsequently not confirmed by the investigation, no action will be taken against the person. They will be fully protected from any less favourable treatment, penalisation, or victimisation as described earlier because the staff member's motive for making a disclosure is not relevant. However, if an allegation is or was known to be false is made maliciously, then disciplinary action may be taken.

## Complaints Procedure

The College hopes that staff members will be able to make a protected disclosure to a Line Manager. If for any reason, the staff member feels that it is not appropriate to disclose to his/her Line Manager, the disclosure may instead be brought to the CEO. A complaint relating to matters arising in respect of invoking this policy can be made as per the procedures outlined in UDOC007 UniHaven Employee Handbook Rev 1. Staff members can also make a complaint of penalisation under the Act to the Adjudication Officer, Workplace Relations Commission, following Schedule 2 of the Act.



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## 5. Procedures and Forms

Staff members who wish to make a written disclosure are recommended to use the following format and to keep a copy of the disclosure and any supporting documentation. Although they are not expected to prove the truth of the facts in the disclosure, they must have a 'reasonable belief' that there are grounds for their concern when making a disclosure using the internal procedure.

### Information Requirements

It is recommended that, at a minimum, disclosures should include the following details:

- That the disclosure is being made under this Protected Disclosures policy.
- The discloser's name, role, place of work and confidential contact details.
- The alleged wrongdoing date (if known) or the date the alleged misconduct commenced or was identified.
- Whether or not the alleged wrongdoing is still ongoing.
- Whether the alleged wrongdoing has already been disclosed and, if so, to whom, when and what action was taken.
- Any supporting documentation.
- The name of any person(s) allegedly involved in the alleged wrongdoing if any name is known and the staff member considers that naming an individual is necessary to expose the wrongdoing disclosed.
- Any other relevant information.

### Format for Making an Internal Disclosure

- Describe the relevant wrongdoing.
- Provide any information that supports the alleged relevant wrongdoing to assist the investigation of the matters raised in the disclosure.
- Date the disclosure.
- Provide your preferred contact details.



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State that the disclosure is made under the Act and whether you do/do not expect confidentiality.

## Investigation

Once a staff member has made a disclosure under this policy, the College will carry out an initial assessment to determine what action is appropriate, to include the scope of any investigation required.

The College will inform the staff member of the outcome of its assessment. If the concern falls more appropriately within a different policy/procedure, the staff member will be informed that it should progress under that policy/procedure.

If sufficient grounds for an investigation exist, the CEO will then appoint such person /person's (either internal or external to the College) who is or are more appropriately placed to investigate the particular disclosure in question ('the investigator(s)'). The scope and terms of reference of any investigation will be determined before the investigation is carried out and the CEO must be informed where the Line Manager is the investigator.

Investigate the disclosure as follows:

- Carry out relevant inquiries promptly, sensitively, and discreetly, taking all reasonable steps to protect the identity of the maker of the disclosure.
- If it is necessary to reveal the staff member's identity to undertake an effective inquiry, consult with the staff member.
- Obtain evidence from any relevant witnesses.
- The staff member may be invited to attend additional meetings to provide further information. Where possible, the staff member will be informed of the progress of the investigation. All information concerning the investigation should be treated as confidential other than when such confidentiality cannot be guaranteed as outlined in the policy.
- The investigator(s) will draft a report on the investigation ('the report'). The report will be sent to EMT who will determine what action the College should take (if any). Such action could include changes to how the College conducts its operations, disciplinary action (following the disciplinary procedures), referral of the matter for consideration under a different



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College policy or procedure, or a report to an appropriate third party such as Tusla, An Garda Siochana etc.

It should be noted that fair and due process requires any person accused of wrongdoing to be made aware of and allowed to respond to any allegations made against them.

If the disclosure is deliberately false, consider action under the College disciplinary policy...see UDOC007 UniHaven Employee Handbook Rev 1.

Provide written feedback to the staff member on the outcome of the investigation within 20 days, including any proposed action.

### Guidance for Line Managers in Dealing with Disclosures

All reported disclosures about perceived wrongdoing in the workplace must be treated seriously. The Line Manager to whom a concern is disclosed should:

- Record the disclosure and the steps taken to deal with it.

- Clarify the basis of the concerns raised with the staff member.

- Establish what evidence is available to support the concern.

- Consider any personal interest the staff member might have in the issue concerned.

- Risk assesses the issue and takes immediate action if the alleged wrongdoing involves a serious loss or danger to others. This may involve contacting the Child Protection Officer, or state bodies such as Tusla, QQI or An Garda Siochana if necessary as per policy guidelines.

- Assess whether the disclosure report is based on a reasonable belief but ungrounded, based on a reasonable belief and grounded or a deliberately false report.

- Take appropriate action if the disclosure is grounded by ensuring that an investigation is initiated as per this procedure.

## Academic Staff Workload Allocation Policy

<i>Quality Assurance Manual (QAM) Chapter 5</i>	
<i>Document Name</i>	Academic Staff Workload Allocation Policy
<i>Procedure Document Number</i>	UPOL011
<i>Version Reference</i>	Rev.2
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	Managers, Staff, People Officer
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	UDOC000 UniHaven Quality Assurance Manual Rev 2 Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016) Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016) UPOL023 UniHaven Data Retention Policy Code of Practice for Provision of Programmes of Education and Training to International Learners

## 1. Policy Overview

This policy is designed to guide the Programme Manager who has responsibility for the management of Teachers at the College. This policy helps to ensure a fair allocation of workload among the teaching staff as captured and displayed via a weekly timetable.

## 2. Policy Statement

This policy has been formulated according to the following principles:

- Staff have a balanced workload with the expectation that academic staff will both teach as their main role and that they will perform administrative duties as required.
- Workload allocation must be flexible to deal with any extra internal and external demands that may arise during an academic term or year.
- Workload allocation approaches need to be practical and easy to implement.
- The workload envisaged must reflect a reasonable work-life balance and be compatible with a healthy working environment.
- Workload management approaches will be transparent, easy to comprehend and reflect equity of treatment in the management of staff.

Academic workload encompasses a broad range of components that have been categorised under the headings of teaching, administration, and scholarship.

## 3. Roles and Responsibilities

This policy applies to Teachers, full-time and part-time, temporary, and permanent. The Programme Manager allocates workload according to this policy. The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed timetables, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

#### 4. Policy

##### Teaching Activities

Teaching activities include contact hours with students, whether in class, tutorials, workshops, or other types of situations where the teacher is delivering module content to students and/or guiding student discussion, presentation, or other activities. Teaching activities also include the time spent in the preparation of classes. Teachers are expected to keep up to date with developments in the area(s) in which they teach and to incorporate new material or approaches into their classes, including

- Changes to national and international policies.
- Any change to QQI requirements in response to the College's annual reporting and revalidation activity as directed by the Academic Director/Programme Manager.
- Improvements in blended learning and online technology approaches.

Teachers are also encouraged to spend time reflecting and reviewing the content of their classes and how the material is delivered and assessed.

Academic assessment workloads can vary greatly depending on class size and because of all identified enhancements in teaching and learning. This includes the correction of essays, exams, supervising projects and other continuous assessment pieces, and the delivery of feedback to students. The delivery of timely and effective feedback to students is essential to the delivery of effective teaching and the successful progression of students and such time will be made available in the weekly timetables.

##### General Administration Activities

The College is committed to ensuring that essential general administration activities fulfilled by Teachers are catered for in the weekly timetables in an equitable, transparent, and flexible manner. Administration activities are those activities that are related to teaching but also include activities necessitated by the Programme Manager role. They include but are not limited to:

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- IT-related administration.
  - Student attendance monitoring and recording.
  - Examination and assessment planning, coordination and marking.
  - Contributing to social activities and events.
  - Ordering books, supplies, and stationery
  - Office design/layout input.
  - Members of one or more boards and committees. Examples include being a member of a AC, Programme Board, Exam Board, Student Disciplinary Committee, Student Appeals Committee, and so on.

### Scholarship Activities

While not a research institution, the College does encourage scholarship in the context of meeting staff learning and development aims and the aims of the College as an international and multicultural education institution. Teachers are encouraged to make time for scholarship activity in agreement with the Programme Manager in advance of the timetable being finalised and with the aims of such activity being agreed between Teachers and the Programme Manager in advance.

### Workload Allocation

The allocation of academic work activities –teaching, administration, and scholarship – is done at the discretion of the Programme Manager. The Programme Manager will prepare weekly timetables that reflect a fair and balanced approach to the allocation of weekly activities with time for learning and development activities included.

No Teacher will be asked to teach more than 25 contact hours a week at a maximum. The actual number of hours per Teacher will depend on class sizes and subjects being taught. With our blended learning approach to teaching, we envisage Teachers striking a healthy balance between live taught classes and both tutorial support classes/activities and teaching-related time that students spend on materials that students will access themselves in the form of pre-class work or post-class work.



The College commits to recognising that an administration workload to include the teaching and general administration activities described above is necessary for any Teacher to undertake in addition to any Teacher's teaching workload. From researching comparable institutions' approaches for administration workload estimates for Teachers who teach foundation or equivalent programmes, the College estimates that over the entire teaching year, a Teacher's administration workload will be at a ratio of 0.5 hours for every four hours taught. The College, therefore, will pay every Teacher 0.5 hour's administration work for every four hours of teaching that they do which it believes is in line with other Irish higher education environments. This will include the teaching administration described above and to include any other form of administration required as part of their role, to include meetings attendance. This will be an all-inclusive rate to cater for the fact that some weeks will have heavier administration workloads than others (i.e., during assessments and exam periods) while other weeks will have much less administration duties. The intention is that teachers will complete their administration requirements and activities knowing that they are being fairly compensated for doing so. Furthermore, that teachers are compensated for the entirety of the work they do at the UniHaven College knowing that the extent of their teaching and other administration activities is duly recognised.

The Programme Manager will consider each of the following in preparing a timetable that works well both for Teachers and students and agrees on it with Teachers before implementation:

- Teacher workload – preparation, teaching, tutoring, assessment, and exam activities.
- Student learning demands – preparation, in class, tutorials, assessment activities, revision etc.
- Module hours required as informed by our programme and module requirements.
- Equity of allocation among Teachers where two or more Teachers can teach the same modules.
- Progression-related spread of workload to facilitate programme completion and to comply with partner university timelines by which they need information and/or grade submissions.

- Administration and social activities.
- Scholarship, learning and development activities.
- Any other salient issue that can impinge on the timetable for a given week.

Should any unplanned absence occur, the Programme Manager will choose an alternative Teacher from a list of suitable contract/part-time staff that can be called on in such circumstance or will allocate an existing Teacher to cover the absence where such Teachers are qualified to teach more than one subject.

## 5. Procedures and Forms

### Stall Leave Procedure

This procedure outlines how staff leave will be requested and approved at the College. This procedure applies to all staff who wish to take leave of the types described in this procedure and is the responsibility of Line Managers to implement in conjunction with the People Officer. UFORM019 UniHaven Leave Request Form in the Appendix or online alternative be used by all staff when they wish to request leave. The People Officer stores the forms in line with UPOL023 UniHaven Data Retention Policy Rev 1. The procedure is outlined below.

1. Any staff seeking discretionary leave should first evaluate their workload and plan around key work, dates, deadlines, examinations, classes, tutorials, financial year-ends, and other key activities that are essential to the successful running of the College. Once they have satisfied themselves that leave will not interrupt key activities that they have a role in they should seek leave from their Line Manager. Where leave exceeds 3 days, the relevant senior manager should be emailed to inform him/her before leave being approved. This is especially important in the early days of the life of the college when any staff member is on leave will have a disproportionate impact in contrast to when greater staff numbers are employed as student numbers grow. For non-discretionary leave such as compassionate, jury duty, or sick leave, staff should contact their Line Manager as soon as they become aware of the need to take leave.

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2. Complete UFORM019 UniHaven Leave Request Form Rev 1 or online alternative for the Line Manager to sign.
  3. The Line Manager's responsibility is to assess the leave request objectively, consistently, and fairly such that the request can be accommodated, if possible, as long as staff respect the leave policy as set out on the employee handbook, especially concerning Teachers avoiding leave where possible during term time.
  4. Leave requests will also be assessed against the number of leave days remaining in the calendar year in which they are being sought. Leave cannot be transferred from one calendar year to another.
  5. Once the line manager is satisfied that the leave can be approved, s/he informs the staff member and sends the approved form to the People Officer for storage.
  6. Should the leave request not be approved, the line manager should communicate the rationale for the decision promptly to the leave requestor and do their best to accommodate alternative leave as much as possible. Unapproved leave request forms are forwarded to the People Officer.



## APPENDIX

### UFORM019 Leave Request Form Rev 1

Notes:

- The policy for all leave types is outlined in the UniHaven Employee Handbook Rev 1.
- All leave is reported to the Finance Officer to ensure correct salary payments and to the People Officer who stores all completed request forms.
- All leave of more than 3 days duration must be reported to the relevant department's Senior Manager before line manager signoff.

Requested By: \_\_\_\_\_ Request Date: \_\_\_\_\_

Nature of the Leave Requested - *Tick the relevant box.*

Annual Leave Leave From: _____ Leave To: _____ Total Days Requested: _____ Total Days Remaining: _____	
Sick Leave (Attach medical certificates where longer than 3 consecutive days) Leave From: _____ Leave To: _____	
Professional Travel/Learning & Development/Leave (Attach approved Learning and Development Request Form) Leave From: _____ Leave To: _____	
Jury Duty (Attach a copy of the court's service attendance request to this form to verify requirement) Leave From: _____ Leave To: _____	
Other Authorized Leave Leave From: _____ Leave To: _____	
Leave Without Pay (Complete the Leave Without Pay section below) Leave From: _____ Leave To: _____	

Leave Requestor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Line Manager: \_\_\_\_\_ Department: \_\_\_\_\_

*If leave duration exceeds 3 days, please email your Senior Manager before approving the staff leave request*

Senior Manager Email Sent: Yes / No Date: \_\_\_\_\_

# UniHaven Teaching, Learning and Assessment Strategy

## Background and Context

UniHaven's Teaching and Learning Strategy provides a framework for ensuring that its teaching and learning approaches are used to promote student success in line with the vision, values, and policies set out in UniHaven's Quality Assurance Manual and in line with programme learning outcomes. This strategy document outlines how the teaching and learning aims and principles described in the UniHaven Teaching and Learning Policy and as listed below will be delivered at the College.

## Teaching and Learning Aims and Principles

The College's aims for excellent teaching and learning aims to create a teaching and learning culture that

- Works to achieve high levels of student engagement via flexibility of programme delivery, modularisation, and the deployment of state-of-the-art online learning technology.
- Empowers students to be autonomous learners that will be very well prepared for the third level education that they will progress to.
- Promotes high-quality teaching (encompassing a wide range of practices and methods) and pedagogies which encourage active, independent, learning, in which the roles and responsibilities of staff and students are clear.
- Establishes an inclusive college that promotes diversity in the student population through active and balanced recruitment approaches.

As a general guide, the College expects that:

- Teachers will select appropriate methods of teaching and promote student learning based on the specified minimum intended programme learning outcomes (MIMPLOs) and minimum intended module learning outcomes (MIMLOs) and link these with approaches to assessment. Programme documentation outline MIPLOs

and MIMLOs and the methods to be used in addressing the intended learning outcomes.

- Teachers will provide timely formative feedback to students regularly as well as formal assessment feedback.
- Programme Board will review the teaching and learning methodologies, student impact and learning effectiveness to identify potential areas for development and, where necessary, development and resource requirements.
- Curriculum development and review will consider the student learning experience and identify how the different blend of teaching methods and technologies serves the overall programme aims and intended learning outcomes.
- The Claned learning management system (LMS) will be available to support the delivery and assessment of all modules and to all registered students. New and emerging technologies will be explored and suggestions from Teachers will be discussed at Programme Board.
- The selection of and use of premises and facilities is done in ways that maximise the creation of good quality learning spaces.
- The wider learning infrastructure that includes the library and IT facilities will be resourced appropriately to support teaching and learning aims.

The College aims to create a positive and supportive learning environment where students can flourish. Ultimately, students will be encouraged to be independent, autonomous, confident learners as they prepare themselves for progression to study at Irish Higher Education Institutions (HEIs) post successful programme completion at the College.

## The Programmes

UniHaven College will teach international foundation pathway programmes and English language programmes. All programmes that have or will have QQI approval will have been developed as per UniHaven's approved QA policies.

## The Student Profile

The programmes are designed to prepare international students for entry into higher education programmes delivered through the medium of English in Irish HEIs. Students

will come from African, Asian, South American and Middle-Eastern countries predominately and will likely be a mix of faiths, nationalities, genders, sexual orientations, abilities and cultures. Most may not have heard of Ireland before they were recruited onto this programme and may never have lived in or visited Ireland before. The College will ensure that students are aware of what is expected of them and will ask students for their views on teaching, learning and assessment as a way to understand the student experience and to improve teaching, learning and assessment at the College.

### Teaching, Learning and Assessment Methodologies and Instruments

One of the most important goals – and greatest challenges – of teachers is to create a learning environment in which the students actively participate in their education. An effective way to promote active participation is through dialogue and through both teach-student and student-student interaction in the classroom. Many international students have been used to passive education systems and/or rote learning environments and are often overwhelmed by the new expectations asked of them, by the fear of making mistakes, or by the new learning norms that they are now being exposed to for the first time. For these reasons, students can be extremely reluctant to enter into active dialogue and interaction in the classroom. The below teaching and learning approaches are designed to equip teachers with several approaches that they can use to foster a safe classroom learning environment in which all students can become active and confident participants.

#### Teaching Methodologies

The teacher will have a variety of proven strategies for leading classroom teaching at their disposal. The EAP teacher will play a lead teacher role in the context of students EAP learning because English language skills are at the core of the programme for many students who will be learning academic modules through English for the first time. The EAP teacher will work with all module teachers weekly to ensure that students English language confidence and skills are improving as expected and that coherent plans to improve student concerns are developed and implemented.

Teachers will employ a range of approaches to ensure a high quality of teaching as follows:

- Effective Class Discussions - Class discussions will allow teachers to fit particular strategies to class needs. This flexibility will emphasize knowledge and conceptual gain through peer-to-peer dialogue.
- Case-Based Learning (CBL) - CBL is an established approach used across disciplines where students apply their knowledge to real-world scenarios, promoting higher levels of cognition. In our programme, students typically work in groups on case studies or stories involving one or more scenarios. The cases present a disciplinary problem or problems for which students devise solutions under the guidance of the teacher.
- Digital Learning – the LMS includes a collaborative and social element of learning.
- Effective Lecturing - Teachers will consider different approaches to a lecture that introduce more active and participatory components, thereby enhancing higher orders of thinking and learning during class.
- Team-Based Learning (TBL) - TBL is a pedagogical strategy that engages student knowledge through individual testing and group collaboration. Following individual answers, students join teams and work through problems, appealing when they are incorrect. This process motivates students by holding them accountable to themselves and one another while introducing them to a variety of thought processes devoted to a single problem.
- Flipped Classroom - In a flipped classroom, the material typically explored in lectures will be delivered outside of class through media like video lectures or digital modules. Class time then focuses on developing knowledge through active learning strategies like discussion or group activities. Flipping the classroom has been shown to improve students' conceptual grasp of content beyond memorization and basic knowledge, and to improve the diversity and inclusivity of the classroom climate.
- Group Work - Collaborative learning can be a powerful strategy in the classroom. Group work will help students uncover and address gaps and misconceptions in knowledge, further develop their conceptual frameworks, improve their public reasoning and team-based skills, and free teachers to help students pursue higher order thinking.
- Question and Answer (Q&A) – Q&A sessions are undoubtedly the most common way in which we expect to create dialogue in the classroom. Teachers can invite students to ask questions at any time during the class or set aside a specific time for



questions. The choice to allow students to interrupt during classes, however, will help in building an active learning environment because students can engage with the instructor throughout the class. It is also important to remember that the teacher can ask questions of the students too.

- Think / Pair / Share - Think / Pair/ Share is a technique that allows students to interact with a peer to work out a problem or question that the teacher has assigned. Students are asked to work with a partner so that the students can actively work through problems.
- Informal Debates - Informal debates should be encouraged and the teacher should take the time to discuss the debate, outlining the different positions including flaws in reasoning, incorrect assumptions or facts.
- Formal Debates - Formal debates are a good tool to get students engaged in both careful research and presentation techniques. The competitive nature of debate can often spark student interest. The teacher needs to set out the debate rules, to expect that research is done beforehand preferably demonstrated through an assignment given to the instructor before the debate.
- Presentations - Individual and group presentations are good tools to teach the important skill of oral communication. For some students, presentations are a joy; for others, presentations are wrought with anxiety and fear. Preparing for and delivering presentations in a safe classroom environment will give students the confidence to present at third-level.
- Oral examinations - Oral examinations can be a very effective way of determining whether the students can articulate ideas they have learned in the course. It becomes very clear that a student has done the course readings when having a one-on-one discussion with them about the module. When the exam is designed as an open-ended interview session with several critical questions along the way, the teacher can often gauge what aspects of the module had the most impact on the student.

### Learning Methodologies

- Visual Displays – Visual Display is a useful technique to process or summarise the knowledge that is taught in class and for students who learn visually more than auditory. Teachers might use visual tools such as flow charts, graphic organisers,

concept maps, pictorials/schematics/diagrams that allow students to grasp information more effectively and to facilitate visual memory and recall.

- **Teamwork** - Dividing the class into groups to complete a task is a teaching strategy recommended to encourage students to work with one another. By doing so, those who have more knowledge of the subject can share their knowledge and help their peers understand the topic better and students can collaborate more through knowledge-sharing to enhance individual and group learning. Teachers will promote cooperative learning by splitting the class into small groups and dividing different tasks amongst students. For example, in a Science module class, one student could do an experimental activity, another could read the instructions and someone else could record outcomes.
- **Inquiry-Based Learning** - Encouraging learners to ask questions is an effective teaching strategy that not only motivates students to think more practically but also helps them to become independent learners from the responsibility they take for ensuring that the questions they ask maximises their understanding of a given topic. Inquiry-based learning motivates students to ask questions and work with one another to solve problems. Inquiry-based learning provides students with an experience of working with one another as a class and allows students to revise previous learning and retain new learning in a better way.
- **Employing Technology** - Using technology in the classroom is a valuable tool that prepares students to learn 21st-century technology skills. Use of MS Office software, PowerPoint presentations, videos etc. adds variety to the classroom and facilitates greater interest in learning. The LMS will be used for pre- and post-class work also in ways that makes learning material easily accessible and digestible because it can accommodate the most common formats and allows for a range of learning materials to be made accessible to students.

### Assessment Instruments

Formative and summative assessment feedback will be provided to students in a timely manner and will include areas that the student needs to work on for future improvement. The primary goal of the assessments chosen is to encourage active learning and build

student confidence to enable students to flourish academically. Assessments for a given programme may include some or all the following:

- Continuous Assessment (CA) - CAs include written tests, assessments, assignments, laboratory experiment write-ups/reports, etc. either in individual or group form generally undertaken throughout the academic year. The CA is usually a written assessment offering the student an opportunity to demonstrate research skills as well as written structural and presentation skills.
- Examinations – Examinations are written assessments usually conducted at the end of a semester or the academic year. They are undertaken under the supervision of a Teacher who invigilates to ensure that the student complies with the time and academic integrity constraints under which they are assessed. Examinations assess students' competence, skills and knowledge in the module being assessed as well as their ability to perform under the associated examination constraints.
- Presentations - Presentations are usually completed orally either with or without technology such as MS PowerPoint. They can be done individually or as a group. Individual presentations assess for research, content, oral presentation skills, and structure. Team or group presentations also include team working and presentation roles and responsibilities (Introducer, Speakers, Summarisers etc.).
- Multi Choice Questionnaire (MCQ) – MCQs require students to choose from several possible answers in arriving at the answer they deem to be correct or most correct and are generally completed by individual students individually. MCQs assess students' analytical skills and skills of recollection.
- Personal Reflections –Personal Reflections can take the form of a written statement, or a journal completed over time. Self-reflection may be combined with presentations if the learnings are to be shared to the class and can be done individually or in small groups where group assessments have been completed. Personal reflections assess students' ability to self-analyse, self-assess, and list the key learnings from the learning journey they have been on mapping their strengths and weaknesses.
- Project Work – Projects usually refer to a fixed defined block of work outlined with specific completion instructions that must be completed over a period of time against specific outcomes and outputs. Projects may be completed individually or in groups. Project work assesses students' ability to follow instructions, to meet

specific deliverables and timelines and to present their findings and outputs in a structured way.

### Learning Monitoring and Review

Learning monitoring and review will include the formal monitoring and review processes completed by Programme Board, the provision of feedback to students and the collection and analysis of learning data as outlined in the UniHaven Self-Evaluation, Monitoring and Review Policy. Staff and students are represented in the College self-monitoring and review processes and governance structures.

## Learning Analytics Policy

<i>Quality Assurance Manual (QAM) Chapters 9 and 12</i>	
<i>Document Name</i>	Learning Analytics Policy
<i>Procedure Document Number</i>	UPOL025
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	Programme Manager, Teachers, Data Protection Officer
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
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<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	<p>UDOC 000 UniHaven Quality Assurance Manual Rev 2  Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)  Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016)  <a href="https://www.teachingandlearning.ie/publication/developing-learning-analytics-policies-to-support-student-success/">https://www.teachingandlearning.ie/publication/developing-learning-analytics-policies-to-support-student-success/</a>  The National Forum for the Enhancement of Teaching and Learning  <a href="https://www.teachingandlearning.ie/">https://www.teachingandlearning.ie/</a>  UDOC002 UniHaven Student Handbook Rev 2  UPOL017 UniHaven Student Support Policy Rev 2  UPOL019 UniHaven Child Protection Policy Rev 1  UPOL020 UniHaven Data Protection Policy Rev 1  UPOL023 UniHaven Data Retention Policy Rev 1  UPOL024 UniHaven Data Security Policy Rev 1</p>

## 1. Policy Overview

This document sets out the College policy regarding the gathering and use of student learning-related data to inform, teaching, learning, assessment, and student learning support at the College.

## 2. Policy Statement

The National Forum for Teaching and Learning Insight Paper on ‘Developing Learning Analytics Policies to Support Student Success’ states that:

*Data-supported approaches to student success give HEIs a significant opportunity to strengthen their engagement and partnership with students. However, any approach that does not fully respect students’ autonomy and privacy risks alienating students and damaging trust. Likewise, policies that are not sensitive to the needs and concerns of staff risk negative effects. Further, HEIs must ensure that any use of student data is fully compliant with data protection legislation.*

National Forum, May 2019

The College is aware of the quantity of data gathered relating to students and their activities, both operationally in terms of the running of the UniHaven International Foundation Pathway Programme (“the programme”), and at a more systematic level relating to ongoing monitoring and review of modules, learning, assessment, and student learning management system (LMS) interactions. It is a priority for the College that, in collecting learning analytics, the rights of students and staff are protected, and data is used in a way that is fair, transparent, and always with the best of intentions to support students’ academic progression via a positive student learning experience. Furthermore, the College commits that data is stored securely, only collected and used for the purpose for which it was intended, and its access is limited to those staff that need to access it to fulfil their College roles.

The College will adhere to GDPR legislation and where there is any conflict in policies, real or perceived, GDPR legislative requirements will take precedence. The exceptions to this statement occur when suspicions of child protection wrongdoing or criminal activity

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concerns have been raised and must be reported as per respective legislative requirements, in which case state bodies may be contacted with data shared. See the following related policies in this context:

- UPOL019 UniHaven Child Protection Policy Rev 1.
- UPOL020 UniHaven Data Protection Policy Rev 1.
- UPOL023 UniHaven Data Retention Policy Rev 1.
- UPOL024 UniHaven Data Security Policy Rev 1.

The College also aims to comply with QQI requirements<sup>1</sup> concerning the LMS by assuring students that it is robust, comprehensive, and capable of:

Maintaining secure learner records for current use and historical review.

Providing reports required for internal quality management and improvement.

Generating data required for, and compatible with, external regulatory, professional, or national systems as appropriate.

Generating statistical and other reports to meet internal and external information requirements, for example, on the QQI database of programmes and awards as prescribed by the legislation.

Ensuring that the database is maintained securely and that data relating to learner assessment is accurate and complete.

Claned, [www.claned.com](http://www.claned.com), is the College LMS. It was selected for

Its user-friendliness for both students and staff.

Its ability to enhance teaching and learning as opposed to just being used to share content.

Its ability to facilitate excellent interaction between students and Teachers.

Its ability to provide very specific feedback to Teachers in the form of comments and questions that are easily pinpointed to a specific point in any learning content format.

Its facilitation of student-to-student social interaction.

Its back end learning analytic automatic data analysis in the areas of

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<sup>1</sup> Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016), section 8.2

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- Learning time and frequency feedback.
  - Content learning difficulty feedback.
  - Student interaction with the content via comments, questions etc.

The purpose of the College LMS is to share programme core content, to provide learning support content, to provide a means for students to contact Teachers online, to provide a means for students to leave questions for Teachers outside of hours that will be actioned in-hours, to facilitate formative assessment and to provide an interactive Teacher/student two-way feedback mechanism that supplements in-class learning and feedback.

### 3. Roles and Responsibilities

This policy will be the responsibility of the Programme Manager to implement in conjunction with the Data Protection Officer who will ensure that data is only gathered for meaningful analysis and evaluation of learning effectiveness and student engagement and that in all cases that such data is only used for the purposes for which it has been intended. The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed timetables, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

Learning analytics data will be collected as students engage with the programme and the LMS. This data, with the correct use as outlined in this policy, will be evaluated to maximise student engagement, learning effectiveness and academic progression, the latter both progression through the programme and progression to our Higher Education Institution (HEI) partners. In this context, students should be assured that the analysis of their learning is designed to benefit them as learners and not something to be feared in any way.



## 4. Policy

### Guidelines

As a student-centred international education institution, the College always seeks to use data to improve the student learning experience and to improve learning effectiveness. In response to this increasing focus on the use of data to enhance the student experience and outcomes, and under the National Forum guidelines, the College has developed the following set of guidelines for the ethical use of learning analytics.

- Collection and use of data will always comply with GDPR legislation and related College data protection, retention, and security policies.
- Students are informed about how their data is collected, used, shared, and protected in advance via UDOC002 UniHaven Student Handbook Rev 2 and at programme registration and induction.
- The College recognises the limitations of data analysis and the biases that may be contained therein and advise staff to take a holistic view of student learning and learning effectiveness and not to use data in a one-dimensional way when gauging student progress.
- The College will ensure that learning data is accurate, verified and analysed by academic staff familiar with the use of such data.
- The College will never react to individual records or apparent short-term trends without completing due diligence and without taking full consideration of wider impacts or consequences.
- This learning analytics policy will be kept under review on an ongoing basis.

### Data Sources

The data for learning analytics comes from a variety of sources, including the LMS. The sources from which student learning data is collected includes but is not limited to:

Summative and formative assessment grades and feedback whether in hard or soft copy.

Exam broadsheets.

Student attendance, completion and retention rates as recorded on College servers by academic and student support staff.

Student recruitment and admissions data as recorded on College servers by admissions staff, in particular, evidence of previous learning before joining the programme student identification for assessments, and student unique IT system logins.

Student progression data in terms of how many students progress to HEI partner degree programmes and which programmes these are.

The LMS that collects data such as

- Student LMS identification and logins.
- Student programme and module progression.
- Student feedback on the LMS content supplied by them as questions, comments, and time spent on each piece of individual content they study.

## Interventions

A range of interventions may take place in response to an analysis of the data collected and analysed. The types of interventions and what they are intended to achieve are also documented in the Student Handbook. These may include:

- Prompts or suggestions sent automatically to the student via email, SMS message or web/cloud notification to include Teacher or staff-entered prompts or automatic LMS prompts.
- Staff contacting a student based on the data collected if it is considered that the student may benefit from additional learning or other support, for assessment feedback the Teacher wishes to share with the student in an online format, or where staff suspect student misconduct from the student behaviour to include general or academic misconduct. In this latter context, staff will follow up as per UPRO008 UniHaven Academic Misconduct Procedure Rev 1 or UPRO010 UniHaven Student Complaints and Disciplinary Procedure Rev 1 as relevant.

Online interventions, whether automated or human-mediated, will normally be recorded and retained as per UPOL023 UniHaven Data Retention Policy Rev 1.



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## 5. Procedures and Forms

UPRO013 UniHaven Data Security Breach and Reporting Procedure Rev 1 outline ways in which breach of data protection and security will be handled should they occur. UPRO010 UniHaven Student Complaints and Disciplinary Procedure Rev 1 facilitates students' right to complain should they be unhappy with the way their data is being used in the context of learning analytics data-gathering processes in the College.



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## Academic Misconduct Procedure

<i>Quality Assurance Manual (QAM) Chapter 7</i>	
<i>Document Name</i>	Academic Misconduct Procedure
<i>Procedure Document Number</i>	UPRO008
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	All academic staff
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Procedure Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	UDOC000 UniHaven Quality Assurance Manual Rev 2 UPOL015 UniHaven Assessment Policy Rev 1



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## 1. Purpose

This procedure sets UniHaven's process for dealing with academic misconduct suspicions and cases.

## 2. Roles and Responsibilities

This procedure is relevant to all students and will be implemented by the Programme Manager in conjunction with the Academic Director and Teachers.

## 3. Documentation

UFORM020 Academic Misconduct Form Rev 1 is used to implement this policy.

## 4. Procedure

During the Examination Sitting

Any member of staff who suspects academic misconduct during assessment under examination conditions must report such suspicions immediately to the Programme Manager (PM). The PM is required to approach the student concerned and ask them to step outside the examination hall. A second invigilator or staff member should be present for this. The PM needs to:

- Confirm the identity of the student and confiscate the student's I.D card temporarily.
- Explain the suspicions and reason for suspicion.
- Note the response of the student.
- Remove any unauthorised material.
- Advise the student of the entitlement to complete the examination and confirm the requirement for the student to report to the Academic Director immediately after the examination concludes.
- On returning to the hall, the invigilator is required to annotate the script clearly at that point. The student is then permitted to finish the examination.



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- The PM is required to submit a full, written report on the incident to the Academic Director.
  - At the end of the examination, the student concerned must present himself/herself immediately to the Academic Director where s/he will be advised on the next steps in the case of suspected academic misconduct.
  - The student will have their ID card returned at this juncture, along with any personal items not deemed relevant to the investigation.
  - The relevant script is corrected as normal.

#### Suspected Academic Misconduct during Grading of Student Assessment

Any teacher or examiner who suspects academic misconduct must report such suspicions immediately to the Academic Director. In making such a report the examiner is required to provide:

- A copy of the student submission.
- The mark sheet and feedback for the student based on being marked as normal.
- Copies of all relevant evidence/documentation, supporting this suspicion.
- A completed copy of UFORM020 UniHaven Academic Misconduct Form Rev 1.

This should be done as soon as the academic misconduct is suspected, to allow for appropriate investigatory action and possible disciplinary proceedings in advance of the examinations and/or Exam Boards. Each student is entitled to the presumption of innocence and therefore the assessment must be marked as normal. The grade and feedback will not be released until such a time as the allegation has been investigated and an outcome determined on the balance of probability. Where suspicion arises due to a report from plagiarism detection software, the teacher must first have reviewed and interpreted the report and made an informed judgement on whether it appears academic misconduct may have occurred. Information produced by the plagiarism detection software does not automatically equate to confirmation or evidence of plagiarism. Further guidance can be obtained from the PROGRAMME MANAGER.



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## Procedures in Cases of Suspected Academic Misconduct

The Programme Manager or nominee reviews the Invigilator's report or the examiner's report and evidence to determine if there is a case of potential academic misconduct or whether it is academic impoverishment. If it is decided that there is an insufficient basis for a charge of academic misconduct, no further action is taken in the matter. If it is decided that there is a case to answer, the Programme Manager will arrange for the student to be advised of the allegation and requested to respond to the evidence and allegation put forward.

### Investigatory Stage

Each student is entitled to the presumption of innocence and must also be afforded the right of response to any allegations. The student must be contacted and provided with the following:

- Confirmation that an allegation of suspected misconduct has been received.
- The origin of the allegation including the role of the individual making the allegation and the assessment concerned.
- The report and evidence presented to support the allegation.
- A copy of the Academic Misconduct portion of the UPOL015 UniHaven Assessment and Awards Policy Rev 2 or link to it.
- The right to respond.
- The availability of support from the Student Support Officer to help.
- The deadline by which a response must be received in writing.
- Notification that failure to respond will result in the case proceeding anyway.
- A warning that failure to admit any wrongdoing in the investigatory stage may result in more severe penalties should the allegation be proven at a later stage in the proceeding.
- Notification that penalties for academic misconduct are applied up to and including expulsion from the college with no right to return or entitlement to a refund.

A student should be provided with a minimum of 5 working days to provide their response before any subsequent action is taken.

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### Potential Outcomes of the Investigatory Stage

On completion of the investigatory stage, the Programme Manager is required to determine one of the following outcomes on the balance of probability:

- No offence has occurred.
- Admission of the offence by the student.
- Unresolved i.e., the evidence suggests there may be a case to answer but the student has not admitted to any offence, intentional or otherwise.

The student must be notified of the outcome of the investigatory stage, and any associated actions, at the earliest opportunity and not normally more than 10 working days after the response deadline provided to the student. Where the Programme Manager finds that no offence has occurred the matter will be considered concluded and the results will be authorised for release to the student. Where the Programme Manager is dealing with the admission of the offence by the student the following options apply:

- For a first offence, a mark of 0%, the requirement to repeat the assessment, capping the module mark at 40% and capping the award as a pass award will apply. The student will also be obliged to attend and complete a course on Academic Writing and present their confirmation of completion to the Programme Manager within 4 weeks.
- Any instances of a second or subsequent offence will be referred to the Student Disciplinary Committee. Students found to have committed multiple offences of academic misconduct will be subject to serious penalties up to and including withdrawal from the programme, with no entitlement to refund or readmission. To deter students from considering academic misconduct as a low-risk option in cases where they feel failure is likely, in considering the penalty to be imposed the Programme Manager should normally ensure that any penalty is more significant than having made an honest attempt at assessment and failed.

Where the matter is unresolved, the case is referred to the Student Disciplinary Committee. The Student Disciplinary Committee convenes once per academic term and before the meeting of the Exam Board or as required in respect of cases of Academic Misconduct. The Student Disciplinary Committee can be convened at the request of the Programme Manager outside of the regular schedule as required. For full details on the





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proceedings of the Disciplinary Committee and potential outcomes see UPRO010 Student Complaints and Disciplinary Procedure Rev 1.

## 5. Quality Control

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed timetables, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.



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## APPENDIX

### UFORM020 UniHaven Academic Misconduct Form Rev 1

This form is intended to report an incident of suspected academic misconduct that concerns a single student. You should use Form B (Multiple Incidents) where misconduct is suspected in multiple submissions for a single assessment, as this will save duplication of information.

All suspected cases of academic misconduct should be discussed with the Programme Manager and reported to the Academic Director in the first instance. The Academic Director will decide whether the case can be handled at the college level or dealt with formally. Please note that if the case is formally investigated the student(s) will be provided with a copy of this report.

**PART ONE:** For completion by the member of staff reporting the incident

#### 1. STAFF DETAILS

Name of staff member reporting the suspected misconduct			
Role (e.g. Teacher / Marker)			
Programme Manager name (if different)		Date	



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## 2. STUDENT AND ASSESSMENT DETAILS

Student name	
Student number	
Teacher	
Programme	
Length of time on the programme	
Module affected (Credits)	
Name of the assessment item	
The proportion of course mark (%)	
Convenor of Exam Board	

## 3. FACE VALUE MARK FOR WORK

The Face Value Mark is the mark that is appropriate for the work as submitted assuming no misconduct has occurred. It must be expressed as a percentage (e.g., a mark of 16/20 is entered as 80%). Please report the mark without the application of any late penalty where these have been applied.

Face Value Mark for work (%)		
Has the Face Value Mark been released to the student?	<input type="checkbox"/> Yes	<input type="checkbox"/> No



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#### 4. INCIDENT DETAILS

State below the reasons for suspecting academic misconduct and details of evidence gathered to date. Please include only factual statements: do not speculate on potential motivations for the suspected misconduct. Make an academic judgement and describe both the nature and extent of areas of concern.

- The '*nature*' of issues might include, for example, presence of verbatim or closely paraphrased text, use of unattributed sources, exam misconduct, self-plagiarism, secondary citation, etc.
- The '*extent*' of issues should indicate the proportion of the work affected by potential academic misconduct; for example, the proportion of pages of work affected. Raw similarity scores from plagiarism detection software should not be relied on for this as they constitute evidence only if contextualised.



Please provide documents as evidence to support the above comments. These can be provided as attachments or as accessible web links.

- The student's submission annotated or highlighted as appropriate to indicate the content of concern. (e.g., a plagiarism detection software report). [Note: do not use a web link for student submissions]
- Any relevant sources referred to in the statement above; must include sources that are not identified by Turnitin or equivalent software but may also include those which are, if required.
- Any course level material that should be excluded from originality considerations, if applicable.
- Details of specific instructions/advice given to students about Academic Misconduct or good scholarly practice that are relevant to this assessment.

#### 5. IMPACT OF SUSPECTED MISCONDUCT ON THE FACE VALUE MARK

If possible, please estimate the benefit gained from the suspected misconduct. This could be expressed as a fair mark estimate.	
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CHECK THAT PARTS 1 TO 5 OF THE FORM ARE COMPLETE BEFORE

SENDING IT TO THE ACADEMIC MANAGER OR PROGRAMME MANAGER – MISSING  
INFORMATION CAUSES DELAYS



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**PART TWO: For completion by the Programme Manager**

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**6. Manager Details**

Name		Date	
Position			

**7. Programme Manager Decision**

Indicate ( ) which one of the following decisions was made:

Either	<input type="checkbox"/> Case was dealt with as poor scholarship	(go to section 8 below)
	<input type="checkbox"/> Case referred to as academic misconduct	(go to section 9 below)
	<input type="checkbox"/> No case to answer	(delete this report and records)

**8. OUTCOME OF PROGRAMME MANAGER INVESTIGATION OF THE CASE**

Indicate ( ) which one of the following actions was taken:

Either	<input type="checkbox"/> The student was given a warning.
	<input type="checkbox"/> The assessment was returned to the marker to determine a mark that fairly reflects the student's own contribution.



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## 9. REFERRAL TO THE ACADEMIC DIRECTOR

Record all and any Programme Manager comments on the referral, if required.

If preliminary discussions with the student have taken place, please include the outcome of these and attach any appropriate documentation.

If previous warnings were given to the student by the Programme Manager, then please summarise these.



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By referring to Academic Director you confirm that

- this case does not meet the criteria allowing the Programme Manager to deal with it.
- you have informed the convenor of the Exam Board.
- you have included all relevant documentation to date, including those items listed in section 4 above and the information.





## Sample Interview Assessment Form Rev 1 – For Academic Director Interviews 1 and 2 – To Be Modified for Other Roles

Key Questions	Expected Points to Mention	Very Poor	Poor	Good	Very Good	Excellent
Tell us your understanding of this role?	Thoughts generally					
What appeals to you about the role that led to you applying?	Desire for role					
Tell us why you believe you are suited to the role?	Self-awareness v understanding of the role					
Why do you want to work in this international education industry	Industry knowledge					
In the future, what do you believe are the greatest challenges this industry will face?	Industry knowledge					
What is your greatest failure and what did you learn from it?	Self-reflection and attitude to setbacks					
What is the most important aspect of taking a programme and creating deliverable content and timetable for it?	Know-how and student focus					
What understanding do you have of QQI accreditation and overseas equivalents?	Know-how					
What experience have you of small business, startups, and what do you think are the most important qualities for someone to succeed in such environments?	Understand needs of small business, flexibility, can-do, juggling....					
What challenges and opportunities does online learning present?	Student engagement, content design/presentation, delivery					
What are the key differences between teaching and managing others to teach/managing academic units?	Academic, management, operations, finances, facilitator					
When were you most satisfied with your job?	What excites them					
How would your colleagues describe you?	Self-awareness – modesty/self-criticism,					
This opportunity is not for the faint-hearted with long hours, varying workload, some overseas travel, demanding schedules to be met and above all the responsibility of being the main person, stakeholders see as fully accountable for everything academic at UniHaven. Your thoughts?	Is it really for them					
	<b>Overall Rating</b>					

## Attendance Monitoring Procedure

<i>Quality Assurance Manual (QAM) Chapter 8</i>	
<i>Document Name</i>	Attendance Monitoring Procedure
<i>Procedure Document Number</i>	UPRO011
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	Teachers, Programme Manager, Academic Director
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Procedure Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation including enhanced ILEP clarity
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	UDOC000 UniHaven Quality Assurance Manual Rev 2 UPOL017 UniHaven QQI Student Support Policy Rev 2

## 1. Purpose

This procedure sets out the methods by which the College monitors student attendance and the reasons why. The purpose of student attendance monitoring is to develop a supportive learning environment for students to reach their full potential and achieve their academic goals. UniHaven strongly believes class attendance and academic performance to be closely connected. The College view attendance as a crucial element influencing class engagement, student retention, progression, and achievement. Minimum attendance standards of at least 85% are also necessary to satisfy Irish visa requirements.

## 2. Target Audience and Staff Involved in Implementation

This procedure involves all registered students of the College as well as all College staff, i.e., Student Support Officer, Teachers, Programme Manager, and the Academic Director. It is the responsibility of the student to attend lessons and ensure their attendance has been recorded in class. It is the responsibility of the Programme Manager to issue attendance warnings to students and to meet students, with their teacher, who has not improved their attendance rate after a first informal discussion to address the matter. It is the responsibility of the Academic Director to issue the final warnings up to and including expulsion, the latter having notified and consulted with the CEO in advance.

## 3. Documentation

This procedure is implemented via email correspondence in conjunction with the meetings listed as apart of the procedure. All steps and meeting notes are recorded and stored on the College IT Systems/Servers and the implications/outcomes on the student file.

## 4. Procedure

Attendance is taken in each lesson by the teacher and is recorded on our IT Systems/Servers. The College has mandatory attendance requirements of a minimum of 85% attendance for all enrolled visa-required non-EEA students to comply with INIS regulations. The programme satisfies Irish visa conditions in that students will study



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fulltime with UniHaven College between the hours of 9 am and 5 pm on a minimum of 4 days between Monday and Friday each week, with the programme's 25 hours a week of class time satisfying the minimum 15 hours of class time requirement, excluding breaks.

Attendance is classified as attending the full designated tuition hours. A student will be marked 'Absent' if they do not attend class, if they are late by more than 15 minutes and if they leave class early. If a student's attendance falls below 85% in the first four weeks of their programme, this will be communicated to INIS. Under exceptional circumstances, a student may be excused for their absence, e.g., for health/medical reasons or based on compassionate grounds (bereavement). Supporting documentary evidence should be submitted when the student is explaining their absence (e.g., a medical certificate from a registered medical practitioner). The headings below clarify which type of absences may be excused.

Should the student not satisfactorily address their non-excused attendance issues as described below, they will be subject to the below disciplinary process that may lead to expulsion, in which case no student refunds will apply. This procedure is a standalone procedure separate to the disciplinary procedure for non-attendance disciplinary issues such as Academic Misconduct, Gross Misconduct etc. that is outlined in UPRO010 UniHaven Student Complaints and Disciplinary Procedure Rev 1.

### Holidays and Breaks

Students are not permitted to take holidays or breaks during the normal College semester other than those published by the College in advance. The Academic Calendar detailing the start and end dates for each semester per academic year will be shared with students at induction and will be accessible on the College website. Absences that may be accommodated are listed below.



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## Sick Leave

Should a student be unable to attend classes due to illness, all students must:

- Notify the College by emailing the Student Support Officer directly on the first day of sickness and each day of sickness thereafter. The Student Support Officer name and contact details will be provided at induction.
- Provide a medical certificate from a general practitioner/doctor to the Student Support Officer on the first day of returning to the College after sickness.
- Upon receipt of the medical certificate, the sick leave will be recorded on the college IT Systems/Servers and the student's attendance will not be affected by the period of the certified illness-related non-attendance.

Should no documentary evidence be provided or if the student does not email the Student Support Officer for each day of sickness, the student will be marked absent for the days that they are not attending classes.

## Illness of a Family Member

Should a student be unable to attend classes due to the serious illness of an immediate\* family member, the student must:

- Request Illness leave from the College by emailing the Student Support Officer directly explaining the reason for requesting the leave. The Student Support Officer name and contact details will be provided at induction.
- Provide documentary support to student support regarding the family member's illness (e.g., medical certificate).
- The Student Support Officer will discuss the leave request with the Programme Manager who will approve the leave if the supporting evidence is genuine.
- Upon receipt of the required medical certificate, the illness leave will be recorded on the college IT Systems/Servers and the student's attendance will not be affected by the period of the certified illness-related non-attendance.

Should no documentary evidence be provided, the student can be marked absent for the days that they are not attending lessons.



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*\*Immediate family members are defined by UniHaven as the spouse, parents, legal guardians, siblings or children of the student.*

## Bereavement

Students may be excused from classes in the unfortunate event of a bereavement in their immediate\* family. The student should:

- Request leave from the College by emailing the Student Support Officer directly. The Student Support Officer name and contact details will be provided at induction.
- Provide documentary support to student support regarding the family member's illness (e.g., formal death notification).
- The Student Support Officer will discuss the leave request with the Programme Manager who will approve the leave if the supporting evidence is genuine.
- Attendance levels will not be affected in these circumstances, and the student will be placed on bereavement leave in the College IT Systems/Servers.

*\*Immediate family members are defined by UniHaven as the spouse, parents, legal guardians, siblings or children of the student.*

## Victim of Crime

Unplanned leave requests may be granted in the case being a victim of crime. Students may be excused from classes in the unfortunate event of a bereavement in their immediate\* family. The student should:

- Request leave from the College by emailing the Student Support Officer directly. The Student Support Officer name and contact details will be provided at induction.
- Provide documentary support to student support regarding the family member's illness (e.g., Garda (Police) report of the incident).
- The Student Support Officer will discuss the leave request with the Programme Manager who will approve the leave if the supporting evidence is genuine.
- Attendance levels will not be affected in these circumstances, and the student will be placed on victim of crime leave in the College IT Systems/Servers.

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## Supporting Evidence

Supporting evidence from a competent professional is essential to the granting of leave requests/accepting sick leave. Please attach any medical certificates or relevant documentation as appropriate. Submitted evidence is non-returnable. Where appropriate, please ask the professional providing supporting evidence to be as specific as possible in outlining the impact of your circumstances on your ability to attend class as expected.

Physical illness, to include injury, accident, or hospitalisation	Supporting original evidence must be supplied by a registered medical practitioner.
Family Illness	Supporting original evidence must be supplied by a registered medical practitioner.
Bereavement	Supporting original death notification evidence must be supplied.
Victim of crime	Supporting original evidence must be supplied by An Garda Síochána/Police.

## Non-excused Absences

Where a student's attendance is identified as a cause of concern, the following actions may be taken to address the situation.

- The teacher in the first instance will discuss any student whose attendance has fallen below 85%. This is the first informal approach to resolving the issue. Once the teacher has uncovered the issue, s/he will address it in conjunction with the Student Support Officer.
- Should the student's attendance not improve, the teacher will refer the matter to the Programme Manager who will meet the student to discuss the matter. The student will be given one week to demonstrate an improvement.
- If attendance does not improve, the Programme Manager will issue a first warning email to the student. The student will be given one week to demonstrate an improvement.

- Should the attendance continue to be at an unsatisfactory level, the Programme Manager will meet with the student and issue a second warning email. The student will be given one week to demonstrate an improvement.
- Should the attendance continue to be at an unsatisfactory level, the Programme Manager will again meet with the student and issue a final warning email. The student will be given one week to demonstrate an improvement.
- Following this, a failure to demonstrate an improvement in attendance may result in a meeting with the Academic Director to discuss grounds for expulsion. Should expulsion be necessary, the Academic Director will issue a letter confirming the same to the student within 3 working days of this decision being made and the Irish immigration authorities will be notified.

## Appeals

The expulsion decision made by the Academic Director may be appealed to the Appeals Board on the following conditions:

- Procedural irregularity which, had not occurred, might have impacted significantly on the validity of the original decision.
- New evidence that could not reasonably have been made available during the initial procedure that led to the Academic Director's decision.
- That the decision made was too severe when viewed in the overall circumstances of the case.

Appeal requests must be submitted to the Programme Manager no less than 5 working days following notification of the Academic Director's decision. The Appeals Board members will not include the Academic Director because s/he was involved in the process that led to the decision to expel. The decision made by the Appeals Board will be final.



## 5. Quality Control

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed timetables, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.



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## Offer Letter of Employment Rev 1

Date:

Employee Name:

Employee Address:

Dear \_\_\_\_\_,

I am pleased to offer you an appointment with our staff. This is a permanent position subject to the satisfactory completion of a probationary period of six months for the start of employment. The Company reserves the right to extend the probationary period, but in any case, it will not be extended beyond 12 months.

During the probationary period, employment may be terminated at the Company's absolute discretion. In such a case you will be entitled to 1 weeks' notice, after the completion of 13 weeks service.

You are being offered a position in Unihaven Limited's \_\_\_\_\_ department.

Position:

Your Position will be:

Your Manager will be:

Location: The company premises are at \_\_\_\_\_, where you shall be presently employed, however, you may be relocated in the future and you will be given notice before this occurring.

On your first day of employment with the company, you should report to \_\_\_\_\_ at \_\_\_\_\_ am at the above address.

Commencement Date: Your appointment will commence on the \_\_\_\_\_ and will not continue beyond your 66<sup>th</sup> Birthday. (or some other agreed year)

Duties: Please refer to your Job Description attached.

Salary: Your salary will be €\_\_\_\_\_ per annum, and will be paid monthly/weekly/ by cheque/direct debit etc.

Hours of Work: The Company operates from \_\_\_\_\_ to \_\_\_\_\_.

Work hours are from \_\_\_\_\_ to \_\_\_\_\_.

You will be required to work \_\_\_\_\_ hours per week.



- 
- Sick Pay:** The Company operates a sick pay scheme as per that set out in the Employee Handbook. The company is only obliged to pay you during any absence on grounds of illness as per the terms outlined in the Employee Handbook, and once this period is over, you should avail of the appropriate Department of Social Protection benefits.
- Law:** Irish Law shall govern this agreement and disputes arising under or about it should be subject to the exclusive jurisdiction of the Irish Courts.

I will be happy to go into more detail with you on the enclosed terms and conditions of employment if you wish and if you have any queries, please do not hesitate to contact me on \_\_\_\_\_.

Please acknowledge acceptance of this offer on the terms stated by signing and returning the enclosed copy of this letter. This offer of employment will remain open until \_\_\_\_\_pm on \_\_\_\_\_.

Yours sincerely,

\_\_\_\_\_

Manager (on behalf of the Company)

## Assessment Procedure

<i>Quality Assurance Manual (QAM) Chapter 7</i>	
<i>Document Name</i>	Assessment Procedure
<i>Procedure Document Number</i>	UPRO007
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	All academic staff, Student Support Officer
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Procedure Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	UDOC000 UniHaven Quality Assurance Manual Rev 2 <a href="https://www.teachingandlearning.ie/publication/expanding-our-understanding-of-assessment-and-feedback-in-irish-higher-education/">https://www.teachingandlearning.ie/publication/expanding-our-understanding-of-assessment-and-feedback-in-irish-higher-education/</a> UPOL015 UniHaven Assessment and Awards Policy Rev 2 UPOL016 UniHaven External Examining Policy Rev 1 UPOL020 UniHaven Data Protection Policy Rev1 UPOL024 UniHaven Data Security Policy Rev 1

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## 1. Purpose

This procedure outlines the procedures the College uses to assess students.

## 2. Roles and Responsibilities

All Teachers will implement this procedure under the direction of the Academic Director and Programme Manager, in conjunction with the Student Support Officer who will provide support during assessments. External Examiners will support assessment as outlined in UPOL016 UniHaven External Examining Policy Rev 1.

## 3. Documentation

Supporting documentation listed throughout this procedure is available from the Academic Director or Programme Manager.

## 4. Procedure

Programme Board has oversight and responsibility for managing the assessment process<sup>1</sup> and should ensure that the following requirements are in place as delegated to the Programme Manager. The Programme Board will periodically review the assessment methods used to ensure their level of validity and reliability and to determine the extent to which they are effective at demonstrating the achievement of the learning outcomes. Their findings will be fed into Programme Board for formalising recommendations to AC where relevant.

The following series of steps outlines the overall process with the subsequent role-related information showing which academic staff member is responsible for what. This procedure should be read in conjunction with UPOL015 UniHaven Assessment and Awards Policy Rev 2, and UPOL016 UniHaven External Examining Policy Rev 1.

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<sup>1</sup> Assessment and Standards, Revised 2013, section 4.5

## Steps

1. Assessment briefs and associated marking schemes are developed incorporating assessment strategy revisions where relevant.
2. Assessment venues are selected and approved.
3. Inform students that assessments and exams are mandatory as a part of the programme requirements.
4. Facilitate any students that require special accommodations.
5. Assessment tasks are coordinated to facilitate an appropriate assessment schedule.
6. Examination or assessment papers are securely printed and distributed.
7. Examinations or other assessment types are invigilated.
8. Possible cases of plagiarism or misconduct are reported and investigated.
9. Scripts are collected from venues and logged on the server with records of attendance.
10. Scripts are securely transferred to the internal assessors.
11. Student assessments are graded under agreed marking schemes and regulations.
12. Possible cases of plagiarism or misconduct concerning assessment are investigated.
13. Marks and grades are processed and securely uploaded according to the relevant College policies and procedures.
14. Provisional results are communicated to students.
15. Student appeals, rechecks and reviews are processed.
16. All student data is gathered, protected, and used securely under College data protection policies.
17. Student assessment records are maintained with accuracy and securely.
18. Results are communicated to students.
19. Ensure that accurate results, assessment material and other data are available for the External Examiners.
20. External Examiners - Review and moderate representative samples of assessment material, meet and discuss findings with Academic Director and/or Programme Manager and complete and submit a comprehensive External Examiner report.

## Roles

The roles and responsibilities concerning assessment are presented in the table below.

Role	Responsibilities
Teacher	<ul style="list-style-type: none"> <li>• Communicate to students the nature, format, and grading criteria of assessment tasks, as well as if the assessment is in class or online in terms of completion and/or submission and the mandatory nature of all assessments that students are expected to complete.</li> <li>• Invigilate examinations or other assessment types where necessary.</li> <li>• Collect scripts from venues where applicable.</li> <li>• Grade student assessment under agreed marking schemes and regulations.</li> </ul> <p>The workload associated with grading and assessing students will also be addressed by managing alternative, efficient approaches (in some cases, for example, using technology, or increased use of self and peer assessment). UPOL011 UniHaven Academic Staff Workload Allocation Policy Rev 1 will take account of the marking and grading of student assignments and examinations and seek to ensure that there is a realistic and sustainable distribution of activity and responsibility among teachers.</p> <ul style="list-style-type: none"> <li>• Provide mentoring and guidance to students completing assessments and provide ongoing feedback in a timely (within 2 weeks) and formative manner.</li> <li>• Track, monitor, and record learner progress.</li> <li>• Note and report possible cases of plagiarism or misconduct.</li> </ul> <p>Suspected breaches of the disciplinary code, examination security, plagiarism or other aspects related to academic honesty will be formally pursued as per UPRO008 UniHaven Misconduct Procedure Rev 1.</p>
Programme Manager	<ul style="list-style-type: none"> <li>• Support the development of assignment briefs and associated marking schemes as appropriate.</li> </ul>

	<ul style="list-style-type: none"> <li>• Suggest revision of assessment methodologies when necessary.</li> <li>• Coordinate and approve venues for assessment.</li> <li>• Coordinate assessment tasks to facilitate an appropriate assessment schedule.</li> <li>• Coordinate invigilation.</li> <li>• Securely print and distribute examination papers.</li> <li>• Collect scripts from venues and log them</li> <li>• Maintain records of attendance</li> <li>• Securely transfer the scripts to internal assessors.</li> <li>• Make arrangements for learners requiring special accommodation.</li> <li>• Process, upload, and manage marks and grades according to the relevant College policies and procedures. Any specific requirements or changes to these processes will be communicated by the Programme Manager to all academic and administrative staff.</li> <li>• Communicate provisional results to students.</li> </ul>
Academic Director	<ul style="list-style-type: none"> <li>• Ensure security in all matters about assessment.</li> <li>• Ensure all student data is gathered, protected and used as per UPOL020 UniHaven Data Protection Policy Rev 1, UPOL023 UniHaven Data Retention Policy Rev 1, UPOL024 UniHaven Data Security Policy Rev 1 and UPOL025 UniHaven Learning Analytics Policy Rev 1.</li> <li>• Maintain all records of student assessment.</li> <li>• Investigate possible cases of plagiarism or misconduct concerning assessment.</li> <li>• Communicate final results to students.</li> <li>• Administration of student appeals, rechecks and reviews.</li> <li>• Provide administrative support to the external examining process.</li> <li>• Ensure that accurate results, assessment material and other data is available for the External Examiners.</li> <li>• Act as a point of contact for all QQI.</li> </ul>



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External Examiners	<ul style="list-style-type: none"><li>• Communicate all sensitive information via the agreed form of secure correspondence.</li><li>• Review and moderate representative samples of assessment material.</li><li>• Meet and discuss findings with Academic Director and/or Programme Manager</li><li>• Complete and submit a comprehensive External Examiner report.</li></ul>
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## 5. Quality Control

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed timetables, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

## Pandemic Return to Work Procedure

<i>Quality Assurance Manual (QAM) Chapter 5</i>	
<i>Document Name</i>	Pandemic Return to Work Procedure
<i>Procedure Document Number</i>	UPRO006
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	People Officer, CEO
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Procedure Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	<p>The Work Safely Protocol can be found at <a href="https://enterprise.gov.ie/en/Publications/Publicationfiles/Work-Safely-Protocol.pdf">https://enterprise.gov.ie/en/Publications/Publicationfiles/Work-Safely-Protocol.pdf</a></p> <p>General information resources can be found at <a href="https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/factsheetsandresources/">https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/factsheetsandresources/</a>. Translations of these documents can be found at: (<a href="https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/factsheetsandresources/Pandemic-19translatedresources/">https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/factsheetsandresources/Pandemic-19translatedresources/</a>)</p> <p>Data Protection issues to be taken into account when handling personal data in the context of a Covid-19 outbreak in a workplace setting: <a href="https://dataprotection.ie/en/news-media/blogs/data-protectionand-Pandemic-19">https://dataprotection.ie/en/news-media/blogs/data-protectionand-Pandemic-19</a></p> <p>Guidance concerning Covid-19 in the workplace can be found at <a href="https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/guidance/employersemployeesguidance/">https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/guidance/employersemployeesguidance/</a>.</p> <p>General Guide on Management of Covid-19 Outbreaks in the Workplace V1 HSE Health Protection Surveillance Centre <a href="http://www.hpsc.ie">www.hpsc.ie</a></p> <p>Interim Public Health guidance for the management of Covid-19 outbreaks <a href="https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/guidance/outbreakmanagement">https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/guidance/outbreakmanagement</a></p> <p>Patient Information for Self-isolation at Home (<a href="https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/factsheetsandresources/Self-isolation%20leaflet.pdf">https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/factsheetsandresources/Self-isolation%20leaflet.pdf</a> 5.</p> <p>Infection Prevention and Control Precautions for Covid-19 (<a href="https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/guidance/infectionpreventionandcontrolguidance/">https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/guidance/infectionpreventionandcontrolguidance/</a>)</p>

## 1. Purpose

The purpose of this procedure is to outline how the College manages the return or visits to work especially after a pandemic case has been identified. An updated version of this procedure will be introduced when the College secures its premises to reflect greater staff numbers, the presence of students and the higher likelihood of the need for specific isolation rooms, disinfection procedures post case identification and HSE interventions.

## 2. Roles and Responsibilities

All staff must implement this policy with specific responsibility for the CEO as case response and media coordinator, People Officer regarding staff welfare, and the Programme Manager as the lead staff representative.

## 3. Documentation

The Work Safely Protocol can be found at

<https://enterprise.gov.ie/en/Publications/Publicationfiles/Work-Safely-Protocol.pdf>

General information resources can be found at

<https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/factsheetsandresources/>

. Translations of these documents can be found at:

(<https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/factsheetsandresources/Pandemic-19translatedresources/>)

Data Protection issues to be taken into account when handling personal data in the context of a PANDEMIC19 outbreak in a workplace setting:

<https://dataprotection.ie/en/news-media/blogs/data-protectionand-Pandemic-19>

Guidance concerning PANDEMIC-19 in the workplace can be found at

<https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/guidance/employersemployeeguidance/>.

General Guide on Management of PANDEMIC-19 Outbreaks in the Workplace V1 HSE Health Protection Surveillance Centre [www.hpsc.ie](http://www.hpsc.ie)

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Interim Public Health guidance for the management of PANDEMIC-19 outbreaks

<https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/guidance/outbreakmanagementg>

Patient Information for Self-isolation at Home

(<https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/factsheetsandresources/Self-isolation%20leaflet.pdf> 5.

Infection Prevention and Control Precautions for PANDEMIC-19

(<https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/guidance/infectionpreventionandcontrolguidance/>)

#### 4. Procedure

A case can be identified at the College should a member of staff show signs of symptoms when at work or show signs of symptoms that necessitate their prevention from returning to work. For Covid-19 specifically, information regarding symptoms is listed [here](#).

The key steps in a return-to-work post case identification are as follows with the form in the appendix also used for visitors.

1. The workplace the staff member was circulating in and working from must be disinfected before their return as per UPRO013 UniHaven Pandemic Case Handling Procedure Rev 1.
2. Any items such as pens, waste paper, or other loose items that the symptomatic staff member may have used and have been replaced should be replaced with new ones. All new items should be wiped down with antiseptic wipes as should all desk, copier/printer, kitchen, desk, PC/laptop, screen, keyboard, mouse and other such normally used surfaces the staff member may have been using. Door handles for office, building entry, toilets etc. should all be disinfected too.
3. All antiseptic wipes and used gloves/masks should be disposed of in a tied refuse bag and put in the waste bin once disinfection has been completed.
4. All staff who are returning to work after having been identified as a case, a close contact or after a period of absence longer than 3 days due to Covid-19 or similar

pandemic disease will complete UFORM005 UniHaven Pandemic Return to Work Form Rev 1 such as the one for Covid-19 included in the Appendix. This form must be sent by email to the Pandemic Officer before any staff member is permitted to return to work and a return to work is only permitted when a 'No' answer is provided to all questions.

## 5. Quality Control

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed schedules, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.



## Appendix

### UFORM005 UniHaven Pandemic Return to Work Form Rev 1

To help prevent the spread of pandemic viruses in the workplace, every staff member or visitor must complete and sign this form before visiting our workplace or returning to work. On review of the form, we may ask you not to return to work or visit immediately and will discuss a suitable alternative future date for your attendance.

Employee or Visitor Name:		Date:	Every question <u>must</u> be answered.
Workplace Address: Specify Naas Office or Maynooth College:			
1.	Do you have symptoms of cough, fever, high temperature, sore throat, runny nose, breathlessness, flu-like symptoms or loss or change to your sense of smell or taste now or in the past 14 days?		
2.	Have you been diagnosed with confirmed or suspected COVID-19 infection in the last 14 days?		
3.	Are you a close contact of a person who is a confirmed or suspected case of COVID-19 in the past 14 days (i.e., less than 2 metres for more than 15 minutes altogether in 1 day)?		
4.	Have you been advised by a doctor to self-isolate at this time?		
5.	Have you been advised by a doctor to cocoon at this time?		
6.	Please provide details below of any other circumstances relating to COVID-19, not included in the above, which may need to be considered to allow your safe return to work or visit. If you are unsure whether you are in an at-risk category, please check the HSE website. If your situation changes after you complete and submit this form, please tell the Pandemic Officer.		
Additional Information			

*This form is not intended to provide legal advice to you, and you should not rely upon the information to provide any such advice. We do not provide any warranty, express or implied, of its accuracy or completeness. UniHaven shall not be liable in any manner or to any extent for any direct, indirect, special, incidental or consequential damages, losses or expenses arising out of the use of this document.*

## Data Subject Access Request Procedure Rev 1

<i>Quality Assurance Manual (QAM) Chapter 9</i>	
<i>Document Name</i>	Data Subject Access Request Procedure
<i>Procedure Document Number</i>	UPRO012
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	CEO, Data Protection Officer
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Procedure Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	<p>UDOC000 UniHaven Quality Assurance Manual Rev 2</p> <p>Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)</p> <p>Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016)</p> <p>The Data Protection Acts 1988 and 2003 (as amended)</p> <p>Data Protection Legislation including Article 5 guidelines on (GDPR)</p> <p>General Privacy Data Regulations</p> <p>UPOL020 UniHaven Data Protection Policy Rev 1</p> <p>UPOL023 UniHaven Data Retention Policy Rev 1</p> <p>UPOL024 UniHaven Data Security Policy Rev 1</p> <p>UPOL025 UniHaven Learning Analytics Policy Rev 1</p> <p>A Guide for Data Controllers – Data Protection Commissioner Data Protection Regulation 2018</p> <p><a href="https://www.dataprotection.ie/docs/GDPR/1623.htm">https://www.dataprotection.ie/docs/GDPR/1623.htm</a></p> <p>European Communities (Electronic Communications Networks and Services) (Privacy and Electronic Communications) Regulations 2011 (S.I. No. 336 of 2011)</p> <p>Data Protection Commissioner (www.dataprotection.ie)</p> <p>A Guide for Data Controllers (Office of the Data Protection Commissioner)</p> <p><a href="http://www.dataprotection.ie/docs/a_guide_for_data_controllers/696.htm">http://www.dataprotection.ie/docs/a_guide_for_data_controllers/696.htm</a></p> <p>The Data Protection Acts 1988 and 2003 (as amended)</p>

## 1. Purpose

This procedure outlines how the College will comply with its GDPR obligations concerning responding to a subject access request.

## 2. Target Audience and Staff Involved in Implementation

The Data Protection Officer (DPO) has responsibility for coordinating subject access requests (SARs).

## 3. Documentation

The following documents are relevant to this procedure:

- UPOL020 UniHaven Data Protection Policy Rev 1.
- UPOL023 Data Retention Policy Rev 1.
- UPOL024 UniHaven Data Security Policy Rev 1.
- UFORM026 UniHaven Data Subject Access Request Form Rev 1 (see Appendix)

## 4. Procedure

The SARs process can be summed up in the following key steps.

- Under the General Data Protection Regulation (GDPR) it is a right to have SARs handled in one month. If the requestor is not happy with the process, s/he also has the right to complain to the Data Protection Commission (DPC).
- Once the College has received a request in writing, the requestor identity will need to be verified so that the College can make sure the requestor is who s/he says s/he is because only the requestor can receive his/her personal data.
- The College has a lot of different services and strict information security policies in place meaning only authorised people have access to most information. The College will need to find out where the requested data is in the IT system before it can start putting the reply to the request together.
- Once it has identified where the requestor data is, the College will forward the request to the relevant SAR Decision Maker and they will search for and identify



any relevant information. The College SAR decision-makers will generally be College Line Managers.

- A copy of the relevant data will be made available to the requestor where possible. If the College is unable to provide this, it will explain.
- The Decision-Maker is only legally permitted to send data that relates to the requestor. This means that the College will have to extract the relevant information and may need to redact some documents to make sure that it is not breaching the data protection rights of others.
- Normally, people are looking for something specific. The College will engage with requestors to try to find out exactly what information is being looked for. The more requestors can tell the College about the information, including dates and locations, the faster it will be sent to them.
- Once the data collection is complete, the College will send available and permitted data in a form that is retrievable by the requestor in compliance with its data protection obligations.

## 5. Quality Control

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed timetables, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.



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## Appendix

### UFORM026 Data Subject Access Request Form Rev 1

Request for access to Personal Data under the General Data Protection Regulation (GDPR) and Data Protection Acts 1988-2018.

Please complete all parts of this form in full. No fee is chargeable for requests made to access medical files, unless exceptional circumstances apply, in which case we would advise you.

#### Part 1 – Details of Data Subject (Your Details)

Your details (in block capitals):

Name: \_\_\_\_\_ Date of Birth \_\_\_\_\_

Surname \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Contact Phone Number: \_\_\_\_\_

\*E-mail Address \_\_\_\_\_

\*Only complete if you would like details to be securely e-mailed to you.



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## Part 2 – Details of Request

To assist us in locating the data you are requesting, please include as many specific details as possible concerning your interactions with us in the past.

Please tell us the relevant period or timelines involved, particular report or incident.

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## Part 3 - Declaration

Signature of Requester: \_\_\_\_\_

Date: \_\_\_\_\_

Please return the completed Form TO GIVE DETAILS BOTH E-MAIL ADDRESS AND ADDRESS

Thank you for completing this form. Your request will be acknowledged in the next 7 working days and details issued within 30 calendar days of receipt.

A copy of UPOL020 Data Protection Policy Rev 1 is available on request.



## UFORM015 Evidence of Disability Form Rev 1

### Instructions for Completion

- A relevant Medical Consultant / Specialist who has the training and experience with the condition / disability must complete this form (please refer to UniHaven Student Guide to Providing Evidence of Disability).
- This form must be stamped.
- All applicants must complete this form, with the exception of those with Specific Learning Difficulties (e.g., Dyslexia), who must provide a recent Educational Psychologist's report.

### 1 Student Details

Please complete ALL sections below in TYPE or BLOCK capitals:

Name of student:
Date of Birth:
Phone Number:

### 2 Qualified Health Professional/Specialist

Name, Title of <u>Consultant/Specialist</u> :
Phone (including area code):
Position/Professional Credentials:
Date of Report:

If you are a GP or other health professional (not a Consultant or Specialist), please tick the relevant box below:

I have a diagnosis on file from the appropriate consultant/specialist named above:

☐

N.B. A copy of the document in which the diagnosis is confirmed must be attached to this form.

OR

I can confirm that I have diagnosed this person with a disability e.g., depression/acute anxiety:

The GP or other health professional should now complete sections 3-7 as appropriate.

☐

### 3 Disability Information (to be completed by qualified health professional)

Disability type (please tick)

ADHD		Neurological Condition		Autism Spectrum Disorder		Significant ongoing illness	
Blind/visual impairment		Physical Disability		Dyspraxia		Specific Learning Difficulty	
Mental Health Condition		Deaf/Hard of Hearing		Specific Learning Difficulty		Speech and Language Communication Disorder	

Please state the specific name of the Disability

Date of Diagnosis/Onset of Disability

4 Please Briefly Describe the Course of the Condition i.e., will remain static, may have periods of relapse/remission, may deteriorate.

Duration: Ongoing/Permanent ☐

Temporary ☐

Fluctuating ☐



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5 How does the disability/medical condition impact on the students' ability to study and participate (example, fatigue, concentration, pain, etc.)?

6 Please describe measures currently being taken to treat the disability (e.g., medication, therapy)

7 What recommendations would you make for reasonable adjustments to enable equal participation in Higher Education (e.g., examination accommodations, adaptive equipment etc.)?



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8 Where a Consultant has completed this form, Consultant must complete the details below:

Consultant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Official Stamp: This form must be completed and signed by the appropriate professional. In addition, it should be stamped or accompanied by a business card or headed paper.

Official Stamp: If a stamp is not available, this form should be accompanied by a business card or headed paper.

9 Where a GP has completed this form, GP must complete the details below:

GP's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

GP Registration Number:

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Name of GP: \_\_\_\_\_

Official Stamp: This form must be completed and signed by the appropriate professional. In addition, it should be stamped or accompanied by a business card or headed paper.

Official Stamp: If a stamp is not available, this form should be accompanied by a business card or headed paper.

## UniHaven Student Guide to Providing Evidence of Disability

Type of Disability	Type of Documentation	Appropriate Professional
Attention Deficit Disorder (ADD) / Attention Deficit Hyperactivity Disorder (ADHD).	Evidence of Disability Form OR Existing report	Consultant Psychiatrist OR Psychologist OR Neurologist OR Paediatrician
Autistic Spectrum Disorder (including Asperger's Syndrome).	Evidence of Disability Form OR Existing report	Consultant Psychiatrist OR Psychologist OR Neurologist OR Paediatrician
Blind/Vision Impaired	Evidence of Disability Form OR Existing report.  N.B. Evidence from high street retailers not acceptable.	Ophthalmologist OR Ophthalmic Surgeon OR Letter from the National Council for the Blind confirming registration with the council. OR If a student has attended a school for the Blind, a letter on headed notepaper signed by the principal which confirms attendance at the school.  The evidence of disability must confirm that: The Best Corrected Visual Acuity is equal to or less than 6/24 (Snellen) in one eye OR Near Vision N18 or less in one eye. OR The Peripheral Field of Vision is limited to the extent that it interferes with normal visual acquisition of visual material e.g., Homonymous Hemianopia. OR  The Central Field of Vision is limited to the extent that it interferes with normal visual acquisition of visual material e.g.,



		Stargardt's Disease OR Cortical visual impairment as part of a brain insult resulting in an inability to process visual information
Deaf/Hard of Hearing:	Evidence of Disability Form OR Existing report  N.B. Evidence from high street retailers not acceptable.	An audiogram from a professionally qualified Audiologist and/or ENT Consultant, with signature, clearly indicating moderate to profound bilateral hearing loss (i.e. above 40dB). OR If a student has attended a school for the Deaf, a letter on headed notepaper signed by the principal which confirms attendance at the school.
Developmental Co-ordination Disorder (DCD) - Dyspraxia/ Dysgraphia.	Full psycho-educational assessment AND Evidence of Disability Form OR Existing report	Psychologist AND Occupational Therapist OR Neurologist OR Chartered Physiotherapist
Intellectual disability	Evidence of Disability Form OR Existing report from relevant Specialist	Relevant Specialist
Mental Health Condition	Evidence of Disability Form completed no more than 5 years before point of Needs Assessment. OR Existing report which must be no older than 5 years at point of Needs Assessment.	Consultant Psychiatrist OR Specialist Registrar.
Neurological Condition (incl. Epilepsy and Brain Injury).	Evidence of Disability Form OR Existing report	Neurologist OR Other relevant Consultant
Physical disability	Evidence of Disability Form OR Existing report	Orthopaedic Consultant OR Other relevant consultant appropriate to the disability/condition
Significant ongoing illness	Evidence of Disability Form no more than 5 years before point of Needs Assessment. OR	Diabetes Type 1: Endocrinologist OR Paediatrician. Cystic Fibrosis (CF): Consultant Respiratory

	Existing report which must be no older than 5 years at point of Needs Assessment.	Physician OR Paediatrician. Gastroenterology Conditions: Gastroenterologist. Other Conditions: Relevant Consultant/ Specialist in area of condition
Speech and Language Communication Disorder	Evidence of Disability Form OR Existing report	Speech and Language Therapist
Specific Learning Difficulty (incl. Dyslexia & Dyscalculia)	A full Psychological Assessment Report.	Psychologist

## Performance Management Procedure

<i>Quality Assurance Manual (QAM) Chapter 5</i>	
<i>Document Name</i>	Performance Management Procedure
<i>Procedure Document Number</i>	UPRO003
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	All Line Managers, all Staff, People Officer
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Procedure Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	UDOC000 UniHaven Quality Assurance Manual Rev 2 UPOL010 UniHaven Staff Learning and Development Policy Rev 1



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## 1. Purpose

This procedure outlines the processes by which staff performance is managed at the College.

## 2. Roles and Responsibilities

All staff will undergo at least an annual review with more frequent reviews optional as required to resolve an issue or at the request of the staff member themselves. For non-academic staff, performance is managed via discussion and formal reviews. For teachers, performance is managed via discussion, formal reviews, and observations of their live teaching classes.

## 3. Documentation

The Staff Performance Review Meeting form captures the key elements of this formal annual meeting. A template of this form is attached in the Appendix.

## 4. Procedure

All College staff expects that they will approach their Line Manager at any time to discuss their performance. Not only that, but it is expected that true performance management to be done week in week out, day in day out in the sense that praise and recognition for good work done and correction of behaviour and performance that needs improving be all actioned on time and not left to an annual review meeting. This includes scheduled class observations of teachers that occur at least once a year.

In the above context, the annual performance review should be future-focused, and goal-oriented rather than spending time discussing issues that should have been resolved previously and will encompass teacher observations and all other development opportunities that may have happened throughout the preceding year. This procedure, therefore, focuses on the annual performance review discussion that each staff member will have with his/her Line Manager.

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## Annual Performance Review Meetings (PRMs)

PRMs should be held in December each year to close off the previous year's work and to plan for the new calendar year to follow. The key steps are as follows:

- The line manager sends the PRM form to the staff member at least 2 weeks in advance of the scheduled PRM date.
- The staff member completes it as honestly and as best as s/he can and returns it to the line manager no later than 3 days before the scheduled PRM date.
- The line manager prepares for the PRM by reading the staff member's self-evaluation and prepares supplementary feedback, commentary etc. to be shared with the staff member in the PRM.
- The staff member and the line manager have a 2-way open yet brief discussion about the year just gone to take the best aspects of the staff member's performance and build further on them for the year ahead.
- Both parties spend most of the PRM looking ahead to discuss goals and objectives, training and development needs and agreeing on a joint action plan to be implemented in the year ahead.
- Action plans will have specific timings included to facilitate easy measurement of success in the year ahead and the line manager needs to be sure they have the budget to fund any training or development actions before committing to same in writing.
- Both parties sign off on the agreed PRM form and its associated action plan to complete the formal review and development process.

## 5. Quality Control

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed timetables, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.



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## Appendix

### UFORM017 Staff Performance Review Meeting Form Rev 1

Department:		Location:	
Name:		Role Title:	
Year Under Review		Years' Service at the College:	
Review Date:		Review Location	
Line Manager:			

Please complete before the review meeting and return to your line manager by date:

\_\_\_\_\_

List the objectives you set out to achieve in the past 12 months (or the period covered by this review) from the previous year's PRM and, on a scale of 0 – 10 where 0 means the objective never happened while 10 means it was successfully achieved, rate how satisfied you are with each.

<i>The Previous Year</i>	Rate 0 - 10
1.	
2.	
3.	
4.	
5.	
1. In general, has the past year been good/bad/satisfactory or otherwise for you, and why?	
2. What do you consider to be your most important achievements of the past year?	



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3. What do you like and dislike about working for UniHaven?

4. What elements of your job did you find most difficult?

*The Upcoming Year*

1. What elements of your job interest you the most and the least?

2. What areas of your role do you consider to be the most important priorities in the next year?



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3. What are your key objectives for the upcoming year?

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

4. What action could be taken to improve your performance in your current position by you and your line manager?

5. What sort of training/experiences would benefit you in the next year? Not just job-related but include your natural strengths and personal passions you would like to develop.

6. What kind of work or job would you like to be doing in 1-2 years?





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### *Action Plan*

What actions will you agree to take against each objective for the coming year:

1.  Action:
2.  Action:
3.  Action:
4.  Action:
5.  Action:

What learning and development will you agree to complete in the coming year, including CPD?

1.
2.
3.

This PRM and its associated action plan have been agreed between both parties on this date: \_\_\_\_\_.

Signed:  _____  Line Manager	Signed:  _____  Staff Member
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## Pandemic Case Handling Procedure

<i>Quality Assurance Manual (QAM) Chapter 5</i>	
<i>Document Name</i>	Pandemic Case Handling Procedure
<i>Procedure Document Number</i>	UPRO005
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	CEO, People Officer
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	3.2.2023
<i>Date Procedure Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	<p>The Work Safely Protocol can be found at:  <a href="https://enterprise.gov.ie/en/Publications/Publicationfiles/Work-Safely-Protocol.pdf">https://enterprise.gov.ie/en/Publications/Publicationfiles/Work-Safely-Protocol.pdf</a>            General information resources can be found at:  <a href="https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/factsheetsandresources/">https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/factsheetsandresources/</a>.            Translations of these documents can be found at:            (<a href="https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/factsheetsandresources/Pandemic-19translatedresources/">https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/factsheetsandresources/Pandemic-19translatedresources/</a>)  <a href="https://dataprotection.ie/en/news-media/blogs/data-protectionand-Pandemic-19">https://dataprotection.ie/en/news-media/blogs/data-protectionand-Pandemic-19</a>            Guidance in relation to PANDEMIC-19 in the workplace can be found at  <a href="https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/guidance/employersemployeesguidance/">https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/guidance/employersemployeesguidance/</a>.            General Guide on Management of PANDEMIC-19 Outbreaks in the Workplace V1 HSE            Health Protection Surveillance Centre <a href="http://www.hpsc.ie">www.hpsc.ie</a>            Interim Public Health guidance for the management of PANDEMIC-19 outbreaks  <a href="https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/guidance/outbreakmanagementg">https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/guidance/outbreakmanagementg</a>            Patient Information for Self-isolation at Home            (<a href="https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/factsheetsandresources/Self-isolation%20leaflet.pdf">https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/factsheetsandresources/Self-isolation%20leaflet.pdf</a> 5.            Infection Prevention and Control Precautions for PANDEMIC-19            (<a href="https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/guidance/infectionpreventionandcontrolguidance/">https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/guidance/infectionpreventionandcontrolguidance/</a>)</p>

## 1. Purpose

The purpose of this procedure is to outline how the College manages a pandemic case. An updated version of this procedure will be introduced when the College secures premises to reflect greater staff numbers, the presence of students and the higher likelihood of the need for specific isolation rooms, disinfection procedures post case identification and HSE interventions.

## 2. Roles and Responsibilities

All staff must implement this policy with specific responsibility for the CEO as case response and media coordinator, People Officer regarding staff welfare, and the Programme Manager as our lead staff representative.

## 3. Documentation

The Work Safely Protocol can be found at

<https://enterprise.gov.ie/en/Publications/Publicationfiles/Work-Safely-Protocol.pdf>

General information resources can be found at

<https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/factsheetsandresources/>

. Translations of these documents can be found at:

(<https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/factsheetsandresources/Pandemic-19translatedresources/>)

Data Protection issues to be taken into account when handling personal data in the context of a PANDEMIC19 outbreak in a workplace setting:

<https://dataprotection.ie/en/news-media/blogs/data-protectionand-Pandemic-19>

Guidance concerning PANDEMIC-19 in the workplace can be found at

<https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/guidance/employersemployeesguidance/>.

General Guide on Management of PANDEMIC-19 Outbreaks in the Workplace V1 HSE Health Protection Surveillance Centre [www.hpsc.ie](http://www.hpsc.ie)

Interim Public Health guidance for the management of PANDEMIC-19 outbreaks

<https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/guidance/outbreakmanagementg>

Patient Information for Self-isolation at Home

(<https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/factsheetsandresources/Self-isolation%20leaflet.pdf> 5.

Infection Prevention and Control Precautions for PANDEMIC-19

(<https://www.hpsc.ie/az/respiratory/coronavirus/novelcoronavirus/guidance/infectionpreventionandcontrolguidance/>)

#### 4. Procedure

A case can be identified at the College should a member of staff show signs of symptoms when at work or show signs of symptoms that necessitate their prevention from returning to work. For Covid-19 specifically, information regarding symptoms is listed [here](#).

##### 1. Staff presenting with symptoms while at work

- a. The staff member should tell the CEO who acts as Pandemic Officer, or the next most senior manager should the CEO be unavailable or absent.
- b. The Pandemic Officer immediately asks the staff member to wear a face mask, put on a pair of plastic gloves and go home.
- c. Anyone within 2 metres of the staff member should also wear a mask and gloves until the staff member has left the building.
- d. The Pandemic Officer ensures that the staff member can make their way home by private transport or, should this not be an option, will arrange for separate transport to take the staff member home. If a taxi is to be used, the Pandemic Officer informs the taxi company of the situation to ensure that safe transport for both the staff member and the driver is possible.
- e. The Pandemic Officer requests that the staff member contacts his/her GP immediately for advice and to discover if a test is needed or not.
- f. The Pandemic Officer waits to hear from the staff member if a test was necessary and the result if it was.

- g. If a test was not necessary and the staff member recovers relatively quickly, the Pandemic Officer will request a GP letter to say that the staff member is okay to return to work.
  - h. If a test was positive and the staff member must self-isolate for some time, the staff member should notify the Pandemic Officer of this and again when s/he feels well enough to return to work.
  - i. The staff member completes UFORM005 UniHaven Pandemic Return to Work Form to declare themselves Covid-free and fit to return safely to work.
- 2. The staff member does not attend work due to Pandemic symptoms
  - a. In this scenario, Pandemic Officer checks with the staff member that s/he has contacted their GP and steps e. to h. apply as above.
- 3. Disinfection of workplace
  - a. Irrespective of whether 1. or 2. above applies, the workplace the staff member was circulating in and working from must be disinfected.
  - b. Antiseptic wipes must be used by an Officer/Manager/Staff member who will wear a face mask and protective gloves and will have a waste disposal bag with them to dispose of relevant items.
  - c. Any items such as pens, waste paper, or other loose items that the symptomatic staff member may have used should be disposed of and replaced with new ones. All new items should be wiped down with antiseptic wipes as should all desk, copier/printer, kitchen, desk, PC/laptop, screen, keyboard, mouse and other such normally used surfaces the staff member may have been using. Door handles for office, building entry, toilets etc. should all be disinfected too.
  - d. All antiseptic wipes and used gloves/masks should be disposed of in a tied refuse bag and put in the waste bin once disinfection has been completed.
- 4. Close contacts
  - a. The Pandemic Officer will immediately establish if any other member of staff was a close contact with the symptomatic staff member. If any are identified, these will be asked to immediately go home and to stay at home/work from home until the situation has been clarified.
  - b. If the symptomatic staff member has returned a positive test, the above steps 1. to 3. will be repeated.

#### 5. Return to work

- a. All staff who are returning to work after having been identified as a case, a close contact or after a period of absence longer than 3 days due to Covid-19 or equivalent pandemic disease will complete UFORM005 UniHaven Pandemic Return to Work Form Rev 1 as per UPRO014 UniHaven Pandemic Return to Work Procedure Rev 1.

#### 5. Quality Control

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed schedules, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.



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## UniHaven Student Charter

### Introduction

Welcome to UniHaven.

This Charter sets out the standards of service which UniHaven aims to provide, whether you are considering becoming a student, applying for a programme, currently studying with us or are alumnae of the College.

The Charter also highlights some of the mutual responsibilities which members of staff and students have to each other. This Charter is not designed or intended to create legal rights or obligations but is intended to cultivate an understanding between the College and students.

The Charter is guided by the principles of partnership. We would welcome your comments on this Charter, which will be regularly reviewed in consultation with students and staff. We are committed to providing the highest quality service possible and this Charter is one way of outlining that commitment to you.

Deirdre McCarton

UniHaven Academic Director

## 1. Application Process

You can expect UniHaven to:

- Provide current and accurate information about programmes, applications and entry procedures.
- Provide information on any fees related to academic programmes and student registration and a broad indication of costs relating to your programme.
- Provide information about the facilities and services on offer.
- Consider your application in a fair, efficient, and timely manner.
- Select students who are judged able to undertake the programme based on aptitude skills and knowledge related to the entry requirements for the programme of study.
- Contact you to discuss any special requirements you may have before studying with us.
- Inform you of any changes to the availability or content of your programme.

As a UniHaven College student, you are expected to:

- Provide us with complete and accurate information about yourself, your qualifications and work experience.
- Provide information on any special needs or health issues you have in your application that may impact your learning.
- Inform the College as soon as possible if you decide not to continue with your application.
- Inform us of any relevant changes in your circumstances.
- Give availability for interview days and/or assessments which may be part of the selection criteria.



## 2. Programme Start

You can expect UniHaven to:

- Provide a Student Handbook introducing you to the College, its policies and facilities.
- Know or be introduced to the staff who will be responsible for all aspects of your study programme with details of how they can be contacted.
- Provide an induction programme that introduces you to your programme and your teachers.
- Provide induction to the services and facilities available.
- Provide a clear statement about programme requirements at the commencement of the programme.
- Inform you of the methods by which you will be assessed and the criteria that will be used.
- Provide an assessment schedule for the year.
- Provide information on your progress on individual programmes of study and modules.
- Inform you of any changes to your programme.

As a UniHaven College student, you are expected to:

- Make yourself familiar with the information provided to you and that you check relevant notice boards, post and e-mails regularly.
- Seek clarification of anything you do not understand.
- Participate in opportunities provided for you by the College.
- Confirm your registration details and report any errors or omissions immediately.
- Observe the rules and regulations of the College and partner institutions or organisations.
- Respect College property and the environment and facilities, its neighbours and the local community.

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### 3. Teaching and Learning

You can expect UniHaven to:

- Create a stimulating and challenging learning environment.
- Provide high-quality teaching and supervision.
- Provide access to adequate facilities and resources sufficient for the achievement of your educational goals.
- Provide regular feedback on your academic progress.
- Inform you of penalties for late submission or non-submission of coursework.
- Inform you of any attendance requirements and the consequences of failure to attend classes and examinations.
- Review programmes regularly to enhance the quality of learning.
- Inform you of any changes to your programme in a timely fashion.
- Explain all forms of unacceptable academic behaviour such as plagiarism, cheating, collusion, fabrication of data or breach of copyright.
- Assess you using fair and competent methods that meet national academic standards.
- Provide access to your results in a timely fashion as per published policies on completion of your programme.
- Provide access to a clear set of procedures around deferrals and appeals.

As a UniHaven College student, you are expected to:

- Work to the best of your abilities.
- Inform yourself aware of all programme requirements and observe them.
- Raise any questions on your progress with appropriate staff in a timely fashion.
- Observe College rules and regulations on plagiarism, cheating, collusion, fabrication of data, breach of copyright, deferrals and appeals.
- Make yourself available for academic feedback when requested.
- Attend designated lectures, programmes assessments, tutorials, seminars or other timetabled activities associated with your programme in a punctual manner.
- Submit all written assignments, practicals or other coursework within the specified time limits.

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- Make your best attempt at each element of assessment in your programme.
  - Respect the rights of others in all learning spaces.

#### 4. Equality, Diversity and Respect

You can expect UniHaven to:

- Treat you with courtesy and respect in all your dealings with us.
- Treat you regardless of gender, marital status, age, disability, race, religion, sexual orientation, or family status.
- Ensure full participation in all College activities is possible without fear and free from discrimination.
- Provide a study environment free from harassment and abuse of power.
- Assess your learning needs and meet those needs as far as is reasonably practicable.
- Ensure a safe and healthy environment.
- Ensure access to your files and any personal data comply with the Data Protection legislation.
- Welcome feedback on all College services.
- Ensure your general information remains confidential and will only be released to a third party with your consent or when legally required.

As a UniHaven College student, you are expected to:

- Treat all staff, fellow students, and visitors with courtesy and respect regardless of gender, marital status, age, disability, race, religion, sexual orientation, or family status.
- Advise appropriate staff of any concerns you may have regarding equality or personal safety and do so on time.
- Take every precaution to ensure that you behave in a safe and considerate manner towards all staff and students.
- Behave in a manner that will not bring the College into disrepute.
- Adhere to all College regulations in the Student Handbook concerning drugs, alcohol and smoking.

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- Take care that your interpersonal communications in both physical and virtual environments are respectful of others at all times.
  - Act safely and responsibly towards others.

#### 5. Support Services

You can expect UniHaven to:

- Inform you about the range of support services available.
- Provide services in an accessible, helpful and confidential manner.
- Provide appropriate computing facilities and assistance.
- Provide access to a range of cultural, recreational and sporting activities.
- Provide you with information on student services that may be available to you which include: access to professional counselling, support for disability and learning challenges, the student health service and financial information.
- Guide to prepare you for the transition to partner universities and institutions.

As a UniHaven College student, you are expected to:

- Provide us with information on any additional needs you may have in a timely fashion.
- Be proactive in seeking any support you may need.

#### 6. Possible Problems

You can expect UniHaven to:

- Inform you about the standards of behaviour expected.
- Provide access to the student complaints procedure.
- Handle complaints in a fair and timely fashion.
- Put in place fair and appropriate procedures to deal with misdemeanours and serious offences, and that such procedures will be strictly adhered to.
- Deal with disciplinary incidents in a fair and timely fashion, and that you will be informed of any sanctions.



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As a UniHaven College student, you are expected to:

- Be aware of the College complaints and disciplinary procedures.
- Use the complaints procedures fairly and appropriately.

## Data Security Policy

<i>Quality Assurance Manual (QAM) Chapter 9</i>	
<i>Document Name</i>	Data Security Policy
<i>Procedure Document Number</i>	UPOL024
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Academic Director</i>	All staff, DPO
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	<p>UDOC000 UniHaven Quality Assurance Manual Rev 2</p> <p>Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)</p> <p>Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016)</p> <p>The Data Protection Acts 1988 and 2003 (as amended)</p> <p>Data Protection Legislation including Article 5 guidelines on (GDPR)</p> <p>General Privacy Data Regulations</p> <p>UPOL020 UniHaven Data Retention Policy</p> <p>UPOL024 UniHaven Data Security Policy</p> <p>A Guide for Data Controllers – Data Protection Commissioner</p> <p>Data Protection Regulation 2018</p> <p><a href="https://www.dataprotection.ie/docs/GDPR/1623.htm">https://www.dataprotection.ie/docs/GDPR/1623.htm</a></p> <p>European Communities (Electronic Communications Networks and Services) (Privacy and Electronic Communications) Regulations 2011 (S.I. No. 336 of 2011)</p> <p>Data Protection Commissioner (www.dataprotection.ie)</p> <p>A Guide for Data Controllers (Office of the Data Protection Commissioner)</p> <p><a href="http://www.dataprotection.ie/docs/a_guide_for_data_controllers/696.htm">http://www.dataprotection.ie/docs/a_guide_for_data_controllers/696.htm</a></p> <p>Personal Data Security Breach Code of Practice (29 July 2011)</p> <p><a href="http://www.dataprotection.ie/docs/Data_Security_Breach_Code_of_Practice/1082.htm">http://www.dataprotection.ie/docs/Data_Security_Breach_Code_of_Practice/1082.htm</a></p>

## 1. Policy Overview

This policy sets out the College approach to securing staff, student, and stakeholder data.

## 2. Policy Statement

This policy is written in line with data protection requirements as referred to below and in line with QQI requirements where providers are expected to *“establish quality assurance procedures to support the management and integrity of learner results data which provides the basis for making and certifying QQI awards. Voluntary providers must also have procedures for the maintenance of records in this regard<sup>1</sup>.”*

The Data Protection Acts 1988 and 2003 (as amended) (the DPA) and, from the 25th of May 2018, the General Data Protection Regulation (the GDPR) impose obligations on the College, as a Data Controller, to secure data in a manner that assures those who have provided personal data that this data is being held securely. To this end, this policy should be read in tandem with UPOL020 UniHaven Data Protection Policy Rev 1. See also UPOL025 Learning Analytics Policy Rev 1 and UPOL023 UniHaven Data Retention Policy Rev 1 for detail on the type of student data that the College collects and stores.

## 3. Roles and Responsibilities

The Data Protection Officer, in conjunction with our Executive Management Team (EMT), is responsible for securing data in the College, and for briefing, all staff in their responsibilities to students and stakeholders on what needs to be done to maintain the integrity of the College data security approaches.

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<sup>1</sup> Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016), section 8.

#### 4. Policy

As per UPOL020 UniHaven Data Protection Policy Rev 1 and UPOL023 UniHaven Data Retention Policy Rev 1, the College will request, process and store different types of personal data for specified purposes that have been provided by applicants, students, parents, and stakeholders. Personal data should be secured according to the below guidelines:

- Paper – all personal data should be stored in lockable drawers and cabinets that are only accessible by the staff responsible for processing it and the Line Manager of those staff. No personal records or other data should be left visible or lying about on top of desks, cabinets, or other open surfaces. Where possible, all sensitive personal data should be scanned into a soft copy format and stored on the company servers with the original copies shredded.
- Electronic mail – all email is automatically protected by the College's back-end security software programmes, namely ESET Endpoint security, firewall and antivirus protection.
- Electronic files and folders are only to be stored on the company servers that are protected by the College's back-end security software programmes, namely ESET Endpoint security, firewall and antivirus protection. Folders have been set up with pre-authorised permissions to ensure that staff only access information on a "need-to-know" basis.
- All data submitted to the College by electronic transfer, be it email, electronic money transfer, and other online forms of data transfer is the responsibility of the data provider and/or a third-party data controller or data processor to secure and protect until the point at which the College receives it. Such third-party data processors or controllers that the College employs will have signed written contracts with the College that will have had data protection-compliant clauses included.
- All data submitted by the College by electronic transfer, be it email, electronic money transfer, and other online forms of data transfer is the responsibility of the College staff to transfer in a data-secure manner. All data transfers facilitated through third parties shall only be done by reputable third-party providers that the College has written signed agreements with. Such third-party data processors or controllers will have signed written contracts with the College that will have had data protection-compliant clauses included.





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- All files and email are backed up automatically through Office 365 via Ek.co Backup for Microsoft 365.

## 5. Procedures and Forms

UPRO013 UniHaven Data Security Breach and Reporting Procedure Rev 1 should be read in conjunction with this policy. It explains how data security breaches are managed, reported, and generally dealt with.

## UDOC006 Supplier Code of Conduct

UniHaven place business ethics and corporate social responsibility at the forefront of all business dealings, including those with suppliers, both direct and indirect, recognising that they are key stakeholders in the success of the business. Not surprisingly, the College's requirements are very high; it expects suppliers to share the company's legal, ethical, and moral expectations and to be quality driven. This Code sets out these requirements and how the College expects your compliance with the same. In return, it strives to be a fair and honest partner, firmly believing that relationships built on trust and integrity will be sustainable and beneficial for all.

There are three areas where UniHaven would like your support and commitment with a minimum expectation being compliance with all applicable local and international legislation.

- Communications and Information
  - To only publicise programme information that has been pre-approved by the company in advance.
  - To maintain the accuracy of this information such that students only always receive current programme information.
- People and Community
  - To support and respect the protection of human rights within their areas of influence.
  - To prohibit all forms of modern slavery, including Forced Labour - Bonded Labour - Compulsory Labour - Child Labour.
  - To support the principles of Equality, Fairness, Inclusion and Respect when dealing with the recruitment and selection of employees.
- Governance and Compliance
  - To comply with all relevant Irish legislation and legalisation in countries where UniHaven operates as outlined in and implied from written agreements.



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The College look to seek assurance that agents are working to expected levels in several different ways depending upon:

- The legislative requirements associated with the service you are providing.
- The source country of the services and the risk that poses.
- The level of spend.

Please note that the College may terminate an agreement with an agent who violates this Code or refuses, if asked, to take part in a remediation plan where issues have been identified. The College will also cease to deal with agents who do not demonstrate that they meet ethical and corporate social responsibility standards or compliance with relevant laws. Likewise, it looks to reward and recognise excellent performance and innovation with its agents.

The College will communicate the Code to all agents regularly. It will set up and monitor performance using one or more of the following methods:

- Direct communication and agent sign off.
- Specific contract clauses.
- Completion of a Supplier Code of Conduct questionnaire.
- Physical audit of promotional material, processes, and procedures.
- Third-party to Code of Conduct questionnaire assessment where required.

Please note site visits, if required, will be specifically agreed upon with both parties before commencement to demonstrate compliance and to provide transparency.

## Garda Vetting Policy

<i>Quality Assurance Manual (QAM) Chapter 5</i>	
<i>Document Name</i>	Garda Vetting Policy
<i>Procedure Document Number</i>	UPOL012
<i>Version Reference</i>	Rev.1
<i>Document Owner</i>	Academic Director
<i>Roles with Aligned Responsibility</i>	Programme Manager, Staff, People Officer
<i>Approved By</i>	Academic Council (AC)
<i>Approval Date</i>	2.3.2023
<i>Date Policy Becomes Active</i>	1.4.2023
<i>Revision Cycle</i>	Annually
<i>Revision History/Amalgamation History</i>	Revised for text errors post programme validation plus inserted official form
<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	<p>UDOC000 UniHaven Quality Assurance Manual Rev 2</p> <p>Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)</p> <p>Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016)</p> <p><a href="https://www.teachingcouncil.ie/website/en/vetting-re-vetting/guide-to-applying-for-vetting-or-re-vetting/guide-to-applying-for-vetting-or-re-vetting.html">https://www.teachingcouncil.ie/website/en/vetting-re-vetting/guide-to-applying-for-vetting-or-re-vetting/guide-to-applying-for-vetting-or-re-vetting.html</a></p> <p>The National Vetting Bureau (Children and Vulnerable Persons) Act 2012</p> <p>The Criminal Justice (Spent Convictions and Certain Disclosures) Act 2015</p>

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## 1. Policy Overview

This policy describes the purpose for Garda Vetting UniHaven staff and defines the situations where it is relevant.

## 2. Policy Statement

The National Vetting Bureau (Children and Vulnerable Persons) Acts 2012–2016 (the Act), sets out a legislative basis for the mandatory vetting for individuals working with children or vulnerable adults to be vetted by the Garda Síochána National Vetting Bureau. This requirement applies to anyone who will have regular access to children and/or vulnerable persons in the course of their employment. It is a criminal offence for organisations to fail to carry out the necessary vetting of such employees, contractors, and volunteers. The process of Garda Vetting is carried out by the National Vetting Bureau of the Garda Síochána. The National Vetting Bureau of the Garda Síochána deals with requests to provide information on certain prospective employees or other workers to the authorised Liaison person in the organisation. Staff at the College will provide current Garda Vetting proof and if not available, will be Garda Vetted where required including all new and existing staff, hourly occasional staff, contractors, and volunteers (where it is relevant...see definitions below) \*.

### Definitions

#### \*Relevant Work or Activities

- Any work or activity which is carried out by a person, a necessary and regular part of which consists mainly of the person having access to, or contact with, children or vulnerable adults.
- The Act shall not apply where a person assists on an occasional basis at a school, sports or community event or activity, other than where such assistance includes the coaching, mentoring, counselling, teaching, or training of children or vulnerable persons.
- Each relevant organisation will have to assess the positions involved under the Act.

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## Child/Vulnerable Adult

- A “*child*” means a person under the age of 18 years.
- A “*vulnerable*” person” means a person, other than a child, who (a) is suffering from a disorder of the mind, whether as a result of mental illness or dementia, (b) has an intellectual disability, (c) is suffering from a physical impairment, whether as a result of injury, illness or age, or (d) has a physical disability, which is of such a nature or degree as to restrict the capacity of the person to guard himself or herself against harm by another person, or that results in the person requiring assistance with the activities of daily living including dressing, eating, walking, washing and bathing.

### 3. Roles and Responsibilities

All College staff who can or will come into contact with children as defined in this policy will need to provide Garda Vetting documentation or will be asked to go through College Garda Vetting procedures.

The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed timetables, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

### 4. Policy

Those working with children and vulnerable adults require vetting for the following activities:

- Childcare services.
- Schools.
- Hospitals and health services.
- Residential services or accommodation for children or vulnerable people.
- Treatment, therapy or counselling services for children or vulnerable people.

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- Provision of leisure, sporting or physical activities to children or vulnerable people.
  - Promotion of religious beliefs.

It is important to point out that staff may encounter children other than students. Examples include children of staff attending staff open days, school visits to the College, outward visits by staff to schools or other environments where children are present, activities arranged by the College and so on. On this basis, all staff must understand their roles as protectors of children as obliged under the Act.

Staff at the College will, therefore, be Garda Vetted before commencing employment at UniHaven or, if after they commence employment, only if they are not in contact with children. The College will delete Garda vetting disclosures as per UPOL023 UniHaven Data Retention Policy Rev 1. The reference number and date of disclosure can be retained on file, and this can be checked with An Garda Síochána, should future queries arise.

## 5. Procedures and Forms

UPRO001 UniHaven Garda Vetting Procedure Rev 1 and associated form outlines the steps to be followed to enable UniHaven to Garda-vet staff who are or may work with children or vulnerable adults while employed at the College.



## UFORM024 Extenuating Circumstances Application Form Rev1

This form should be used if you wish to submit medical documentation or highlight any personal circumstances (such as bereavement or other difficulties) to be considered by the relevant staff of the College, which may then be brought to the attention of the Exam Board.

### Personal Details

First Name	
Surname	
Email Address	
Phone Number	
Course Title	

### Details of Extenuating Circumstance

Any information given will be held in the strictest confidence.

Dates affected by the circumstance.

From: \_\_\_\_\_ To: \_\_\_\_\_

Please identify each of the assessments/ examinations which have been affected by the extenuating circumstance. Use a separate row in the table below for each module affected.

Module	Assessment Type	Due Date

Have you already made the College aware of these special circumstances?

Yes ☐

No ☐





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If yes, please explain what action they have taken or suggested in relation to each module:

Module	Suggested action/ action taken

Please outline the nature of the extenuating circumstance and how it has impacted on your performance, ability to meet deadlines or your attendance at an assessment/examination.

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### Supporting Evidence

*Supporting evidence from a competent professional is essential to the submission of this form. Please attach any medical certificates or relevant documentation as appropriate.*

Submitted evidence is non-returnable. Where appropriate, please ask the professional providing supporting evidence to be as specific as possible in outlining the impact of your circumstances on your ability to meet the demands of your academic programme.

Please indicate which best describes your extenuating circumstance:

Physical illness, injury, accident, or hospitalisation	Supporting original evidence must be supplied by a registered medical practitioner.	
Family Illness	Supporting original evidence must be supplied by a registered medical practitioner.	
Bereavement	Supporting original evidence must be supplied.	
Other personal or emotional circumstances	Supporting original evidence must be supplied by a registered medical practitioner.	
Victim of crime	Supporting original evidence must be supplied by An Garda Síochána/Police.	
Other	Supporting original evidence must be supplied.	

### Declaration

I confirm the above information is accurate to the best of my knowledge.

Student signature \_\_\_\_\_

Date \_\_\_\_\_



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## Official Use Only

Extenuating circumstance form received: ☐

Supporting Evidence received: ☐

Academic Director signature \_\_\_\_\_

Date \_\_\_\_\_

Extenuating circumstance form approved:

Yes ☐

No ☐

Resolution agreed upon:

Date student was informed \_\_\_\_\_



## UFORM013 Assessment Appeals Request Form Rev 1

*Students appealing an assessment result must complete Section A and Section B only.*

A: Details of the appellant			
Contact information			
Student Name		Student ID	
E-mail Address		Phone Number	
Programme		Stage	
Attempt at resolution – provide details			
Have you attempted to resolve your difficulties through the Programme Manager	Yes	No	
Please give details of what steps you have taken to resolve your difficulties			
Support to Appeal			
If called, would you wish to present your case in person to the Assessment Appeals Committee?	Yes	No	
If called, would you wish to be accompanied by a member of the College community?	Yes	No	
IF YES, please state name:			
List any witnesses from the College community you may wish to Committee to call in support of your appeal.			

B: Details of your appeal	
Grounds for appeal	
Please indicate which one of the only two grounds upon which your appeal is made:	
Procedural irregularity: Substantive irregularity in the conduct of the assessment process, or where the Academic Regulations have not been properly implemented.	<input type="checkbox"/>
There were extenuating circumstances of which the Exam Board was aware but had rejected because the application was late and the Exam Board did not consider the reason why the application was late to be valid, or a prior circumstance emerged of which the Exam Board was not aware.	<input type="checkbox"/>
Please give details of why you consider you have grounds for an appeal.	
Additional information and documentation	
Please provide any additional information, and list any items attached to this appeal form, such as a medical certificate or other supporting documents.	
Outcome sought	
What outcome do you seek because of submitting your appeal?	
Declaration	
I have read the Assessment Appeals Policy, and I wish to submit my appeal on the grounds indicated above.	
Appellant's signature	Date



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C: Appeal Administration		
Received by Academic Director		
Date received by Academic Director	Date	
Supporting documentation included	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Academic Director accepts the appeal	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Signature of Academic Director		Date:
Appeals Board		
Date of Appeals Board Decision	Date	
Decision of Appeals Board		
Name of Appeals Board Chair		
Signature of Appeals Board Chair		



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## UniHaven's Code of Ethics

### Introduction

This document promotes UniHaven's ethical principles, is designed to guide ethical decision-making and assist the College in providing international education services of the highest ethical standards in Ireland. The principles outlined below are essential to the fair and just administration of educational programs and the welfare of the students that the College serve.

### Shared Values

The College recognise the importance of establishing clear expectations and communicating them to students based on these shared values. It knows that empowered and informed students make responsible decisions, take accountability for their actions, and understand the limits of responsibility.

### Student Care

Student Care at the College means having a genuine concern and compassion for students in all aspects...academic progress, health, safety, security, wellbeing, and general welfare. The College seeks out opportunities to engage with diverse populations and perspectives and do so with patience, understanding, humility, and respect, modelling the behaviour the College aims to cultivate in students. It endeavours to expand access to education abroad and to create an environment of inclusivity that is open, respectful, and safe for all.

### Quality

Quality at the College means the quality of students being recruited and taught as a preparation for university, the quality of university partner to receive students, the quality

of teaching and the quality of approach to how the College is run, especially concerning quality assurance.

## Professionalism

Professionalism at the College means being the proverbial “safe pair of hands” for all stakeholders but especially the students to include security of personal data and finances. UniHaven will be a College that stakeholders can trust and rely on.

The College delivers professional, impactful, accessible programmes in line with the partner institutions and adheres to the learning outcomes of all programmes. The ambition is to prepare all students for their future study and careers.

## Integrity

Integrity at the UniHaven means being true to the College’s word, being honest in dealings with everyone, and especially being willing to say ‘no’ to the wrong person, opportunity, or activity. The College communicates openly and honestly with all stakeholders, and interactions with students and stakeholders are founded in trust. The College upholds the accuracy and transparency of decision-making, policies, procedures, programme promotion, and partnerships. Service to students is central to decision-making and avoiding conflicts of interest that are counter to this goal.

The College endeavours to share with students the value and significance of international education and experience, and the positive impact that it can have on them and those with whom they interact. The College encourages students to maximise international learning and engagement through meaningful and respectful communication with other people and other cultures and to reflect on and articulate the value and meaning of their experiences.





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## Principles

### Educational Quality

The College's educational content, assessment, and policies foster an environment that prioritises student learning and academic excellence.

### Advocacy

UniHaven advocates for the value of enhanced global perspectives and intercultural understanding through global learning. Wherever possible, the College promotes the benefit of education and champion high-quality education that enhances experiences that ignite curiosity, impact lives, and contribute to a better world.

### Health, Safety, and Well-Being

The College is committed to the personal safety, health, and well-being of the students and partners. It assesses risks and endeavours to establish and maintain programmes that support the emotional, intellectual, and physical safety of students. The College orients students and provides them with sufficient information about health and safety risks in host environments as well as available support services. The College has plans and training to respond to emergencies that may impact students.

### Pricing and Affordability

UniHaven works to develop and operate global learning opportunities that provide accessible, affordable opportunities while maintaining the quality of offerings and student support. The pricing is transparent, and financial policies are clear, equitable, and consistently implemented. The College retains provisions for handling emergencies and sufficient financial resources to meet the obligations of each program.



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## Partnerships

UniHaven pursues business relationships that are mutually beneficial and respectful of each other's goals, principles, and values. The College endeavours to establish partnerships that are fair, just, and equitable and are sensitive to power differentials between organisations. The College's interactions with partners are collegial, transparent, mindful of intellectual property rights, avoid conflicts of interest, and put students first.

## Privacy and Confidentiality

UniHaven respect and protect the privacy and confidentiality of participants, staff, partners, and stakeholders in the College's work in compliance with applicable privacy laws and policies. It communicates the limitations of confidentiality promptly and clearly.

## Respect for Local Laws and Culture

The College operates in conjunction with parties who respect local customs and cultural norms and ensures that all participants from overseas countries are informed and similarly respectful.

The College seeks to model and build sustainable environmental practices with academic and programmatic goals. In doing so, the College acknowledges that sustainable actions are reached through informed and balanced decision-making and can have positive effects on relationships, the economic welfare of all, cultural traditions, and the global environment. It considers the impact of the work on the environment as well as the economics and culture of host communities.

## Accountability and Continuous Improvement

UniHaven takes accountability for the actions, decisions, and consequences of the College. It is accountable to the students for the education they receive. It continuously makes improvements to programmes and practices to benefit students, stakeholders, and the communities in which the College operates in.



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## UFORM018 Learning and Development Request Form Rev 1

*(only when costs exceed €50)*

Line Manager: \_\_\_\_\_

Requesting department/section: \_\_\_\_\_

Staff Member name: \_\_\_\_\_

Date request was made: \_\_\_\_\_

Context

Learning and development need:

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Business goal and benefit:

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How does the learning and development requested align with company or College objectives?

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Desired behavioural/skills improvement:

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What data/metric do you wish to improve?

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### Learning and Development Request

Brief learning and development description:

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Learning topic/name: \_\_\_\_\_

Desired date: \_\_\_\_\_

Subject matter expert names:

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Additional notes:

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### Learning and Development Sign-Off

Line Manager Sign Off – where line manager has secured signoff from EMT or a senior member of EMT: \_\_\_\_\_ Name: \_\_\_\_\_

Date: \_\_\_\_\_



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## External Examiner/Member Agreement

I, \_\_\_\_\_ (PRINT NAME), agree to be bound by UniHaven's agreement terms as outlined below.

Start Date of Agreement: \_\_\_\_\_

I declare that

- I have expertise and experience in of relevance to the role I will now hold with the College and as provided to the College as part of my nomination process.
- I comply with all relevant requirements laid down by relevant professional or statutory bodies.
- I am not engaged in any reciprocal external examining relationship between the College and my own department.
- I have not had close involvement with the college during the last three years as, for example, a member of staff, a member of the AC or as a student.
- I have no conflict of interest in taking up this role or, where there is a potential for conflict of interest, I have declared as much.
- I am aware that my term of appointment will be maximum three years starting on the start date listed in this agreement and that my re-appointment would be considered by the College in exceptional cases only.
- If I must withdraw my services during the three-year period of appointment due to professional or personal reasons, I accept that the College will identify and appoint a suitable replacement in a timely manner.
- As relevant to External Examiners, I do not hold more than two concurrent substantive external examinations, including the one at the College, nor will I do so without the prior agreement of the College.

### Signatures

\_\_\_\_\_  
External Examiner/Member

Date

\_\_\_\_\_  
Academic Director on behalf of UniHaven Academic Council

Date:



## UFORM017 Staff Performance Review Meeting Form Rev 1

Department:		Location:	
Name:		Role Title:	
Year Under Review		Years' Service at the College:	
Review Date:		Review Location	
Line Manager:			

Please complete before the review meeting and return to your line manager by date:

\_\_\_\_\_

List the objectives you set out to achieve in the past 12 months (or the period covered by this review) from the previous year's PRM and, on a scale of 0 – 10 where 0 means the objective never happened while 10 means it was successfully achieved, rate how satisfied you are with each.

<i>The Previous Year</i>	Rate 0 - 10
1.	
2.	
3.	
4.	
5.	
1. In general, has the past year been good/bad/satisfactory or otherwise for you, and why?	
2. What do you consider to be your most important achievements of the past year?	



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3. What do you like and dislike about working for UniHaven?

4. What elements of your job did you find most difficult?

*The Upcoming Year*

1. What elements of your job interest you the most and the least?

2. What areas of your role do you consider to be the most important priorities in the next year?

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3. What are your key objectives for the upcoming year?

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

4. What action could be taken to improve your performance in your current position by you and your line manager?

5. What sort of training/experiences would benefit you in the next year? Not just job-related but include your natural strengths and personal passions you would like to develop.

6. What kind of work or job would you like to be doing in 1-2 years?





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### *Action Plan*

What actions will you agree to take against each objective for the coming year:

1.  Action:
2.  Action:
3.  Action:
4.  Action:
5.  Action:

What learning and development will you agree to complete in the coming year, including CPD?

1.
2.
3.

This PRM and its associated action plan have been agreed between both parties on this date: \_\_\_\_\_.

Signed:  _____  Line Manager	Signed:  _____  Staff Member
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## UFORM026 Data Subject Access Request Form Rev 1

Request for access to Personal Data under the General Data Protection Regulation (GDPR) and Data Protection Acts 1988-2018.

Please complete all parts of this form in full. No fee is chargeable for requests made to access medical files, unless exceptional circumstances apply, in which case we would advise you.

### Part 1 – Details of Data Subject (Your Details)

Your details (in block capitals):

Name: \_\_\_\_\_ Date of Birth \_\_\_\_\_

Surname \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Contact Phone Number: \_\_\_\_\_

\*E-mail Address \_\_\_\_\_

\*Only complete if you would like details to be securely e-mailed to you.



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## Part 2 – Details of Request

To assist us in locating the data you are requesting, please include as many specific details as possible concerning your interactions with us in the past.

Please tell us the relevant period or timelines involved, particular report or incident.

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## Part 3 - Declaration

Signature of Requester: \_\_\_\_\_

Date: \_\_\_\_\_

Please return the completed Form TO GIVE DETAILS BOTH E-MAIL ADDRESS AND ADDRESS

Thank you for completing this form. Your request will be acknowledged in the next 7 working days and details issued within 30 calendar days of receipt.

A copy of UPOL020 Data Protection Policy Rev 1 is available on request.



## UFORM019 Leave Request Form Rev 1

### Notes:

- The policy for all leave types is outlined in the UniHaven Employee Handbook Rev 0.
- All leave is reported to the Finance Officer to ensure correct salary payments and to the People Officer who stores all completed request forms.
- All leave of more than 3 days duration must be reported to the relevant department's Senior Manager before line manager signoff.

Requested By: \_\_\_\_\_ Request Date: \_\_\_\_\_

### Nature of the Leave Requested - *Tick the relevant box.*

Annual Leave Leave From: _____ Leave To: _____ Total Days Requested: _____ Total Days Remaining: _____	
Sick Leave (Attach medical certificates where longer than 3 consecutive days) Leave From: _____ Leave To: _____	
Professional Travel/Learning & Development/Leave (Attach approved Learning and Development Request Form) Leave From: _____ Leave To: _____	
Jury Duty (Attach a copy of the court's service attendance request to this form to verify requirement) Leave From: _____ Leave To: _____	
Other Authorized Leave Leave From: _____ Leave To: _____	
Leave Without Pay (Complete the Leave Without Pay section below) Leave From: _____ Leave To: _____	

Leave Requestor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Line Manager: \_\_\_\_\_ Department: \_\_\_\_\_

*If leave duration exceeds 3 days, please email your Senior Manager before approving the staff leave request*

Senior Manager Email Sent: Yes / No Date: \_\_\_\_\_



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## UFORM010 Student Complaints Form Rev 1

This form is to submit a Formal Complaint. Complaints must relate to a specific concern or issue related to an academic programme and/or the actions of a member of staff. Wherever possible, the College would wish to see any complaint resolved as close as possible to the disputed matter and informally where possible. The following procedure should apply where this has been investigated and found to be not possible or when you believe you wish to or need to make a formal written complaint. The form should be completed in full; any supporting documentation should be attached securely. You are also advised to retain copies of all documentation.

Full Name:	
Address for Correspondence:	
Phone Number:	
Email:	
Programme Title:	

### The Complaint

Please outline the main points including times, dates, and nature of the incident. Please provide any evidence in support of your complaint and the names of the individual(s) involved. Please detail any attempts to reach an informal resolution.

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#### Outcome Desired

Please detail how you believe your complaint could be resolved.



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## Declaration

By signing this below you agree that:

(a) I understand that the details of the complaint will be provided to the person against whom you have made the complaint, if relevant to a person, and may be provided to other individuals as well as the recipient of this form on a confidential basis. Disclosure to other individuals will be on a strictly 'need to know' basis where it is deemed necessary by the investigator. I understand that it is usually not possible or appropriate to maintain full confidentiality in all circumstances for reasons outlined in UPRO010 UniHaven Student Complaints and Disciplinary Procedure Rev 1.

(b) This form contains an accurate description of my complaint.

Signed:  _____ Date: _____  Student	Signed:  _____ Date: _____  Programme Manager/Academic Director
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## UFORM020 UniHaven Academic Misconduct Form Rev 1

This form is intended to report an incident of suspected academic misconduct that concerns a single student. You should use Form B (Multiple Incidents) where misconduct is suspected in multiple submissions for a single assessment, as this will save duplication of information.

All suspected cases of academic misconduct should be discussed with the Programme Manager and reported to the Academic Director in the first instance. The Academic Director will decide whether the case can be handled at the college level or dealt with formally. Please note that if the case is formally investigated the student(s) will be provided with a copy of this report.

**PART ONE:** For completion by the member of staff reporting the incident

### 1. STAFF DETAILS

Name of staff member reporting the suspected misconduct			
Role (e.g. Teacher / Marker)			
Programme Manager name (if different)		Date	





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## 2. STUDENT AND ASSESSMENT DETAILS

Student name	
Student number	
Teacher	
Programme	
Length of time on the programme	
Module affected (Credits)	
Name of the assessment item	
The proportion of course mark (%)	
Convenor of Exam Board	

## 3. FACE VALUE MARK FOR WORK

The Face Value Mark is the mark that is appropriate for the work as submitted assuming no misconduct has occurred. It must be expressed as a percentage (e.g., a mark of 16/20 is entered as 80%). Please report the mark without the application of any late penalty where these have been applied.

Face Value Mark for work (%)		
Has the Face Value Mark been released to the student?	<input type="checkbox"/> Yes	<input type="checkbox"/> No



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#### 4. INCIDENT DETAILS

State below the reasons for suspecting academic misconduct and details of evidence gathered to date. Please include only factual statements: do not speculate on potential motivations for the suspected misconduct. Make an academic judgement and describe both the nature and extent of areas of concern.

- The '*nature*' of issues might include, for example, presence of verbatim or closely paraphrased text, use of unattributed sources, exam misconduct, self-plagiarism, secondary citation, etc.
- The '*extent*' of issues should indicate the proportion of the work affected by potential academic misconduct; for example, the proportion of pages of work affected. Raw similarity scores from plagiarism detection software should not be relied on for this as they constitute evidence only if contextualised.



Please provide documents as evidence to support the above comments. These can be provided as attachments or as accessible web links.

- The student's submission annotated or highlighted as appropriate to indicate the content of concern. (e.g., a plagiarism detection software report). [Note: do not use a web link for student submissions]
- Any relevant sources referred to in the statement above; must include sources that are not identified by Turnitin or equivalent software but may also include those which are, if required.
- Any course level material that should be excluded from originality considerations, if applicable.
- Details of specific instructions/advice given to students about Academic Misconduct or good scholarly practice that are relevant to this assessment.

#### 5. IMPACT OF SUSPECTED MISCONDUCT ON THE FACE VALUE MARK

<p>If possible, please estimate the benefit gained from the suspected misconduct. This could be expressed as a fair mark estimate.</p>	
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CHECK THAT PARTS 1 TO 5 OF THE FORM ARE COMPLETE BEFORE

SENDING IT TO THE ACADEMIC MANAGER OR PROGRAMME MANAGER – MISSING  
INFORMATION CAUSES DELAYS



---

**PART TWO: For completion by the Programme Manager****6. Manager Details**

Name		Date	
Position			

**7. Programme Manager Decision**

Indicate ( ) which one of the following decisions was made:

Either	<input type="checkbox"/> Case was dealt with as poor scholarship	(go to section 8 below)
	<input type="checkbox"/> Case referred to as academic misconduct	(go to section 9 below)
	<input type="checkbox"/> No case to answer	(delete this report and records)

**8. OUTCOME OF PROGRAMME MANAGER INVESTIGATION OF THE CASE**

Indicate ( ) which one of the following actions was taken:

Either	<input type="checkbox"/> The student was given a warning.
	<input type="checkbox"/> The assessment was returned to the marker to determine a mark that fairly reflects the student's own contribution.



---

## 9. REFERRAL TO THE ACADEMIC DIRECTOR

Record all and any Programme Manager comments on the referral, if required.

If preliminary discussions with the student have taken place, please include the outcome of these and attach any appropriate documentation.

If previous warnings were given to the student by the Programme Manager, then please summarise these.



---

By referring to Academic Director you confirm that

- this case does not meet the criteria allowing the Programme Manager to deal with it.
- you have informed the convenor of the Exam Board.
- you have included all relevant documentation to date, including those items listed in section 4 above and the information requested on this page.



## Agent Application Form Rev 1

Thank you for your application to act as an education partner agent for UniHaven College. To consider your application, we would be grateful if you could complete the following details and return this form to us.

This form is to be used to gather information about companies who are interested in representing UniHaven College as educational advisors to potential students seeking entry into programmes we offer.

Completed forms will be filed by our agent enquiries team. If an opportunity for representation in your area arises, the details on this form will be given consideration and if you are successful in your application, the agent enquiries will contact you to discuss continuing with the vetting procedure.

NB: You will only be contacted if we wish to pursue your application.

Please complete this form with as much information as possible to support your application.

### Company Details

1. Family Name	
2. Given Names	
3. Main contact name for the agent enquiries team (if different from above).	
4. Company Name	
5. Company Address	
6. Company Registration Number	
7. Telephone Number(s)	
8. Mobile Number(s)	
9. Fax Number(s)	
10. Email Address(es)	
11. Website Address	

## Details of current company activities

1. Which geographical areas do you wish to represent UniHaven in?		
2. How many years you have worked as an agent?		
3. Have you got government authorisation (if required)?	Yes <input type="checkbox"/> Number:	No <input type="checkbox"/>
4. Have you completed any agents training programme? If yes, please specify.	Yes <input type="checkbox"/> Date: Name:	No <input type="checkbox"/>
5. Are you a member of any national agents' organisations e.g., TIECA, CIECA, TOSA?	Yes <input type="checkbox"/> Name(s) of organisation(s)	No <input type="checkbox"/>
6. How many institutions do you currently recruit for?		
7. How many of these institutions are in Ireland or the UK?		
8. What is the administration or processing fee amount that you charge students?		
9. What is the usual rate of commission you expect?		



## Details of students that you recruit

1. How many students have you sent abroad in the past few years?		
2. What % of these have been to Ireland or the UK?		
3. What is the normal level of study that you recruit students for?	Undergraduate <input type="checkbox"/> Postgraduate <input type="checkbox"/> Foundation <input type="checkbox"/> English courses <input type="checkbox"/> Other <input type="checkbox"/>	
4. Which programmes are your students most interested in? (please list the main subject areas)	1 2 3 4 5 6 7 8 9 10	

## References

If the enquiries team decides to pursue your application, your referees will be contacted and asked to give a reference. Only when both references have been returned, will we continue to process your application.

1. Reference 1 – name and full address		
	Name	
	Title / position	
	Organisation/Institution	
	Address	
	Email	
	Telephone number	
	Fax number	
2. How many years have you worked with this person?		
3. Reference 2 – name and full address		
	Name	
	Title / position	
	Organisation/Institution	
	Address	
	Email	
	Telephone number	
	Fax number	
4. How many years have you worked with this person?		
5. I authorise you to contact the above referees	Yes <input type="checkbox"/>	No <input type="checkbox"/>
6. Signature		Date



### Further Information

To support your application, please give any additional information that you may think will be relevant to your work for UniHaven College on an attached sheet.

You may wish to include details of the structure of your company, details of how you assist your current students with their applications and the visa process, why you have chosen to represent the UniHaven, your business plans for the future etc. If you have your own company brochure, please also return this with your application.

### Returning your application form

You can return this form initially by email to [studywithus@unihaven.ie](mailto:studywithus@unihaven.ie).

### For office use only

Date received		
Reference 1 requested		
Reference 2 requested		
Date Reference 1 received		
Date Reference 2 received		
Decision made		Date
Territory		
Contract Start Date		
Contract End Date		

Signed: .....

Print Name: .....

Date: .....



## UFORM009 Student Deferral Form Rev 1

Full Name:	
Address for Correspondence:	
Phone Number:	
Email:	
Programme Title:	

### Deferral Details

Please provide details of the reason for your deferral request.

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### Declaration

By signing this document, you believe all information provided to be true and you have sought and been given clarity as to the implications of your decision to defer with regard to academic, progression and non-refund consequences.

Signed:    _____ Date: _____  Student	Signed:    _____ Date: _____  Staff Member
---	--



## UFORM023 Refund Request Form Rev 1

Please return fully completed form by email to [studywithus@unihaven.ie](mailto:studywithus@unihaven.ie).

Refunds will only be processed where the student has attached the College fees receipt and MT103 or swift copy plus other supporting documentation as relevant.

Student details

First Name	
Surname	
Phone Number	
Email	
Address	
Programme	
Method of Payment	Bank Transfer <input type="checkbox"/> Convera <input type="checkbox"/>



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Please give details regarding the reason for the refund request

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Refund details (only to be completed where payment was made by Bank Transfer)

Bank details	
Account holder name	
Bank	
Bank Address	
Branch Code	
Account Number	
Swift Code	

## UniHaven Risk Register – Sample Template Form

Item No.	Description	Risk Likelihood			Risk Impact			Action	Action Owner	Completion Date
		L	M	H	L	M	H			
	Strategic									
1	Covid-19 – stops in class teaching			x		x		Online is set up in case in-class need to switch to it – stay close to the market/government announcements re lockdowns  GUC agreement to be reviewed. Earliest start date now Sep 2022.	AD/CRO  CEO/CRO	Ongoing  Dec 2021
2	HEIs withdraw from agreements to take students	x					x	Annual reviews maintain commitment and agree arrangements regarding progression	CEO	Annually
3	Risk of not implementing the strategy		x				x	Monthly EMT and Quarterly Board of Director meetings ensure that the strategy is being implemented as planned or agree and implement corrective actions if not.	CEO	Monthly
4	Long term illness to key members of staff	x					x	External panel of suitably qualified and experienced people, two for each EMT role where possible, is maintained with	CEO	September 2021

								<p>agreements in place with each that they will step in if needed.</p> <p>AD – Prof. AH and JV.</p> <p>CEO – DO’R and BC.</p> <p>CRO – M. McK.</p>		
--	--	--	--	--	--	--	--	--	--	--



	Recruitment and Operations	L	M	H	L	M	H	Action	Action Owner	Completion Date
1	Insufficient numbers attracted to study in Ireland		x				x	Assess market demand to ensure no obstacle to travel/study in Ireland.  Run up to three intakes annually and defer places from one to the other.	CRO  AD	Ongoing  As needed
2	Accommodation issues	x					x	Carefully vet accommodation providers prior to agreements with each	SSO	June 2022
3	Students who are minors	x				x		Guardian Nominee Company Godsil are employed for outside hours care  All teaching staff to be Garda vetted	AD  AD  AD	June 2022  Before Programme Start – all Teachers should have Garda Vetting from other employments

4	ILEP approval not secured	x					x	<p>Notify ILEP of planned submission to identify and correct any barriers to listing at the relevant cycle.</p> <p>Enterprise Ireland to provide ILEP contact - Done</p>	<p>CRO</p> <p>CRO</p>	<p>Done</p> <p>Done</p>
5	IT security		x				x	<p>Third party supplier keeps security up to date to prevent hacks, breaches etc. All IT is cloud based to minimise ransomware attack likelihood</p> <p>Core agreement docs stored in hard copy.</p> <p>Risk assessment complete Oct 2021.</p>	<p>CEO</p> <p>CEO</p> <p>CEO</p>	<p>Ongoing</p> <p>In Place</p> <p>Done</p>
6	Admissions minimum entry requirements adhered to and adequate distribution of students attained	x					x	<p>Minimum entry requirements monitored and enforced by AD under Admission Board.</p> <p>Student distribution reviewed by Admissions Board post intake.</p>	<p>AD</p> <p>Adm. Board</p>	<p>Each intake</p> <p>Each intake</p>
	Financial									

1	Programme profitability less than expected	x					x	<p>Assess market demand to ensure no obstacle to travel/study in Ireland.</p> <p>Defer students from one intake to the next in agreement with them and subject to the deferral not disrupting their educational goals excessively.</p>	<p>CRO</p> <p>EMT</p>	<p>Ongoing</p> <p>As needed</p>
---	--	---	--	--	--	--	---	--	-----------------------	---------------------------------

	Reputation	L	M	H	L	M	H	Action	Action Owner	Completion Date
1	Teaching/assessment is substandard		x				x	Recruit teachers against role specifications to maintain the highest academic standards  Assessments are centrally controlled.	AD	Post QI Approval
2	Negative publicity in relation to the student experience	x					x	Staff to be hired and performance monitored to ensure company values that intend maximising student experience are being lived.	AD	Post QQI Approval
3	Agents - misleading information provided by them.	x				x		Agent recruitment to be tightly managed to ensure only high-quality agents are recruited.  Agent websites and physical materials inspected. Only one website mentioned UniHaven by name.  Remove agent docs from open network to secure restricted servers.	CRO  AD  CRO	Ongoing  Done - Oct 2021  Done by CRO – Oct 2021

	Regulatory and Compliance									
1	QQI programme validation not adhered to		x				x	Comply with all requirements.  Appeal and/or resubmit if unsuccessful.	CEO/AD	Ongoing



## UFORM005 UniHaven Pandemic Return to Work Form Rev 1

To help prevent the spread of pandemic viruses in the workplace, every staff member or visitor must complete and sign this form before visiting our workplace or returning to work. On review of the form, we may ask you not to return to work or visit immediately and will discuss a suitable alternative future date for your attendance.

Employee or Visitor Name:		Date:	Every question <u>must</u> be answered.
Workplace Address: Specify Naas Office or Maynooth College:			
1.	Do you have symptoms of cough, fever, high temperature, sore throat, runny nose, breathlessness, flu-like symptoms or loss or change to your sense of smell or taste now or in the past 14 days?		
2.	Have you been diagnosed with confirmed or suspected COVID-19 infection in the last 14 days?		
3.	Are you a close contact of a person who is a confirmed or suspected case of COVID-19 in the past 14 days (i.e., less than 2 metres for more than 15 minutes altogether in 1 day)?		
4.	Have you been advised by a doctor to self-isolate at this time?		
5.	Have you been advised by a doctor to cocoon at this time?		
6.	Please provide details below of any other circumstances relating to COVID-19, not included in the above, which may need to be considered to allow your safe return to work or visit. If you are unsure whether you are in an at-risk category, please check the HSE website. If your situation changes after you complete and submit this form, please tell the Pandemic Officer.		
Additional Information			

*This form is not intended to provide legal advice to you, and you should not rely upon the information to provide any such advice. We do not provide any warranty, express or implied, of its accuracy or completeness. UniHaven shall not be liable in any manner or to any extent for any direct, indirect, special, incidental or consequential damages, losses or expenses arising out of the use of this document.*



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## UFORM021 UniHaven External Examiner/Member Nomination Form Rev 1

Name of Nominee:	
Academic Qualifications:	
Professional expertise:	
Areas of specialisation:	



Place of work / Address:	
Telephone:	
Email:	
Summary of relevant experience:	
Academic Year and Programme(s), subject(s) to be examined:	
Other information:	
Has the nominee agreed to act as proposed?	Yes____ No____
Proposal made by:	Name:  Title:
Signed:	Date:
Academic Director Approval of Nominee on Behalf of UniHaven AC for a period of 3 years, subject to written agreement including conflict of interest statement/signature.	Name:
Signed:	Date:





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# UniHaven Limited Health and Safety Statement

UniHaven Limited (the Company) takes health and safety issues seriously and is committed to protecting the health and safety of its staff and all those affected by its business activities and attending its premises. This statement is intended to help the Company achieve this by clarifying who is responsible for health and safety matters and what those responsibilities are.

This is a statement only and does not form part of staff contracts of employment. This policy may be amended at any time by the Company at its absolute discretion. The Company will review this statement at regular intervals to ensure that it is achieving its aims effectively.

Achieving a healthy and safe workplace is a collective task shared between the Company and staff. This policy and the rules contained in it apply to all staff of the Company, irrespective of seniority, tenure and working hours, including all employees, directors and officers, consultants and contractors, casual or agency staff, trainees, homeworkers and fixed-term staff. Specific responsibilities of staff are set out in the section headed "Responsibilities of all staff" below.

## Company responsibilities

The Company is responsible for:

- Taking reasonable steps to safeguard the health and safety of staff, people affected by the Company's business activities and of people visiting its premises.
- Identifying health and safety risks and finding ways to manage or overcome them.
- Providing a safe and healthy place of work and safe entry and exit arrangements, including during an emergency.
- Ensuring that the landlord provides and maintains safe working areas, equipment and systems and, where necessary, appropriate protective clothing.
- Providing safe arrangements for the use, handling, storage and transport of articles

and substances.

- Providing adequate information, instruction, training, and supervision to enable all staff to do their work safely, to avoid hazards and to contribute positively to their health and safety at work. The Company will allow staff to ask questions and advise who best to contact in respect of those questions if you are unsure about how to safely carry out your work.
- Ensuring any health and safety representatives, if relevant, receive appropriate training to carry out their functions effectively to include a health and safety induction and appropriate safety training to your role.
- Promoting effective communication and consultation between the Company and staff concerning health and safety matters and will consult with staff directly relating to health and safety.
- If an epidemic or pandemic alert is issued, providing instructions, arrangements, and advice to staff as to the organisation of business operations and steps to be taken to minimise the risk of infection; and
- Regularly monitoring and reviewing the management of health and safety at work, making any necessary changes, and bringing those to the attention of all staff.
- The Board of Directors of the Company has overall responsibility for health and safety and has appointed the CEO as the Principal Health and Safety Officer with day-to-day responsibility for health and safety matters.
- The CEO checks that the landlord makes sure that fire risk assessments take place and changes are made where required, and for making sure there are regular checks of fire extinguishers, fire alarms, escape routes, signage, and emergency lighting.
- Any concerns about health and safety matters should be notified to the CEO.

## Responsibilities of Staff

All staff must:

- Take reasonable care for their own health and safety and that of others who may be affected by their acts or omissions.
- Co-operate with the Company generally to enable compliance with health and safety duties and requirements.
- Comply with any health and safety instructions and rules, including instructions on



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the safe use of equipment.

- Keep health and safety issues in the front of their minds and take personal responsibility for the health and safety implications of their own acts and omissions.
- Keep the workplace tidy and hazard-free.
- Report all health and safety concerns to the CEO promptly, including any potential risk, hazard, or malfunction of equipment, however minor or trivial it may seem; and
- Co-operate in the Company's investigation of any incident or accident which either has led to injury or which could have led to injury, in the Company's opinion.
- Use equipment as directed by any instructions given by representatives of management or contained in any written operating manual or instructions for use and any relevant training.
- Report any fault with damage to or concern about any equipment (including health and safety equipment) or its use to the CEO, who is responsible for maintenance and safety of the equipment.
- Ensure that health and safety equipment is not interfered with.
- Not attempt to repair equipment unless suitably trained and authorised.
- Promptly report any accident at work involving personal injury, however trivial, to the CEO so that details can be recorded in the Accident Log and cooperate in any associated investigation.
- Familiarise themselves with the details of first aid facilities and trained first aiders, which are available from the CEO.
- If an accident occurs, report the accident to your line manager and/or ask for the services of a first aider, giving name, location, and brief details of the problem.
- The CEO is responsible for investigating any injuries or work-related accidents, preparing, and keeping accident records, and submitting reports under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR), where required.

### National Health Alerts

If an epidemic or pandemic alert is issued, all staff must comply and cooperate with all instructions, arrangements and advice issued by the Company as to the organisation of business operations and steps to be taken by staff to minimise the risk of infection. Any

questions should be referred to the CEO.

### Fire and Emergency Procedure

UniHaven staff work in an office in Naas and the College in Maynooth. UPRO004 UniHaven Fire and Emergency Procedure Rev 1 details the procedures to be followed for fire and other emergencies, including student emergencies.

### Risk assessments, hazardous substances, display screen equipment and manual handling

Risk assessments are simply a careful examination of what in the workplace could cause harm to people. The Company will assess any risks and consider measures to best minimise any risk. The Company will carry out general workplace risk assessments when required or as reasonably requested by staff. Managers must ensure that any necessary risk assessments take place and the resulting recommendations are implemented. The CEO is responsible for workplace risk assessments and any measures to control risks.

The use of hazardous substances at work will be avoided where possible and less hazardous alternatives will be used where available. Training on the control of substances hazardous to health (COSHH) will be provided if required. Personal Protective Equipment (PPE) is provided where risks cannot be otherwise effectively controlled.

Staff who use a computer for prolonged periods should try, where possible to organise short breaks every few hours away from the computer screen but may request a workstation assessment and/or an eye test by an optician by contacting the CEO. The CEO will then provide you with more details and decide if you would like to proceed. Guidance on the use of display screen equipment can also be obtained from the CEO.

Guidance on manual handling (for example, lifting and carrying heavy objects) can be obtained from the CEO and where necessary training will be provided by the Company, but the Company will try to minimise or avoid the need for manual handling where there



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is a risk of injury.

#### Non-compliance with the UniHaven Health and Safety Statement

Any breach of health and safety rules or failure to comply with this policy will be taken very seriously and is likely to result in disciplinary action against the offender, under the Company's disciplinary policy, up to and including immediate dismissal.



## UFORM007 Student Withdrawal Form Rev 1

Before filling in this form, please discuss your decision to withdraw with your Teacher and/or Programme Manager. We want you to make the right decision for you.  
By signing this form, you are informing UniHaven College that you wish to withdraw permanently from the programme.

### Personal Details

Full Name:	
Address for Correspondence:	
Phone Number:	
Email:	
Programme Title:	
Date of Withdrawal:	

### Reasons for Withdrawal

Please indicate the reason for your withdrawal

1: Employment		2: Medical	
3: Financial		4: Did Not Like Course	
5: Other Reason		5: Not suited to course	

Please give a brief statement on your reasons for withdrawal

--

### Declaration

I confirm that I am aware of options available to me other than withdrawal and that I am aware of the implications of withdrawing from my programme of study, including the non-refund of my fees.

Signed: _____ Student	Signed: _____ Staff Member
Date: _____	Date: _____



## UFORM008 UniHaven Admissions Appeal Form Rev 1

Full Name:	
Address for Correspondence:	
Phone Number:	
Email:	
Programme Title	

### Appeal Details

#### (a) Grounds for Appeal

Please indicate the relevant grounds on which you are making this appeal:

Incorrect process; specific evidence of irregularity in the College's application assessment process.	
Specified/stated grounds where the College's decision was based on misinterpretation of data or information provided as part of the application process.	

#### (b) Supporting Statement

Please provide details or documentation in support of your appeal based on the grounds you indicated above:

--

### Declaration

By signing this document, you believe all information provided to be true.

Signed: _____ Date: _____ Student	Signed: _____ Date: _____ College Staff Member
---	--



## UFORM014 Correction of Error Form Rev 1

Signed by Programme Manager: \_\_\_\_\_

Approved by Academic Director: \_\_\_\_\_

Specify the nature of the error to be corrected	Grade Recording Grade Calculation Result Recording
Specify the proposed correction to be implemented	Grade Recording From: _____ To: _____  Grade Calculation From: _____ To: _____  Result Recording From: _____ To: _____
Approved by Appeals Board	Date: _____
Corrected by/on	Signature: _____ Correction Date: _____





## Employee Handbook Acceptance Form Rev 1

I have received and read and agree to comply with the Employee Handbook policies, procedures, rules and regulations. When reading the Employee Handbook, anything I was unsure of / or needed explaining I have asked my Manager to discuss and explain to me to my satisfaction.

\_\_\_\_\_  
(Employee Name)

Date:

Singed Employee Handbook Acceptance Form received and added to Employee's File.

\_\_\_\_\_  
(Manager's Name)

Date:

<u>AGENT</u>	
<u>Country</u>	



## UniHaven Agent Referee Check Form Rev 1

Referee	
Company	
Officer's Name	
Phone	
Fax	
Email	
How long have you worked with this agent?	
Approx. how many students has the Agent successfully recruited for your institution in:	This year:
	Last Year:
	Previous Year:
Have you had any problems when dealing with this agent before? If so, please comment in detail.	

Agent rating 5-1 (Internal) (with 5 being high and 1 being low)	Rating	Comment
Comment		
Provision of market intelligence		
Useful contacts within market (i.e., Government / Industry)		
In-country logistical support		
Level of professionalism		
Successful conversion on offers		
Appropriate student counselling		
Knowledge of your institution		
Sufficient focus on your institution		
Completeness of Applications (i.e. complete documentation, accuracy of details)		
Overall, would you recommend working with this agent?	Yes	No

Any additional comments:	
Thank you for your kind assistance!	



---

## UFORM002 New Employee Details Form Rev 1

### Personal Details {Block Capitals ONLY}

\*Name.....

\*Address.....

.....

\*Email.....

\*PPS No..... \*DOB: \_\_\_\_/\_\_\_\_/\_\_\_\_

P.45: YES/NO.....

\*Mobile.....

---

### Bank Details

Account Name.....

Bank Name.....

Sort Code.....

Account Number.....

---

### Two References –

---

### \*EMERGENCY CONTACT / NEXT OF KIN:

\*Contact Name.....

\*Relationship.....

\*Contact Number(s).....

---

\*Signature.....

\*Dated: .....



**UNIHAVEN**

*The Gateway to Opportunity*

UniHaven Student Handbook

2022 - 2023



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## 1. Introduction and Welcome

Hello UniHaven students!

On behalf of everyone at UniHaven, I am delighted in welcoming you to this exciting period in your life when you leave home to come to Ireland to study at UniHaven. It is of huge importance to us all that your study abroad experience with us is a positive and memorable one and one that you will treasure for the rest of your lives.

Our aim is that you feel welcomed, included, safe, and at home here in Ireland. We trust you will feel comfortable and secure as you move between our premises, your accommodation and as you take the time to visit the many areas of history, culture, beauty, and education on this wonderful island. And there are lots of places to shop, eat, drink, and socialise too!

From an academic perspective, we will do everything we can to make sure that you successfully complete the programme and progress to your chosen higher education institution (HEI). We have an array of supports available to look after you to make sure you have all the help you need academically and personally, including your health and wellbeing.

We have great staff here who all welcome every opportunity to look after you as best as we can. If you have any concerns at any stage, feel free to approach any of them. We aim to address all concerns to your satisfaction if possible. Should anyone need or want to contact myself, please email [deirdre@unihaven.ie](mailto:deirdre@unihaven.ie). I look forward to meeting you all during your time here.

Kind regards

Deirdre, Academic Director UniHaven



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## 2. UniHaven Pathways

The UniHaven college ('the College') provides international students with a guaranteed pathway to their chosen university from successfully completing a customised foundation pathway programme with us.

'Uni' represents the university education international students seek and 'Haven' represents the safety and security we provide to students throughout your time with us, the latter being a key decision-making factor when students are thinking about overseas study. The Celtic Tree of Knowledge represents a "Portal to Other Worlds and A Source of Sacred Knowledge". This is relevant in the context of UniHaven's education offerings that help international students with their search for knowledge and for "other worlds" in which to study. The circular nature of the logo identifies well with the principle of lifelong learning. The Celtic origins identify well with the company's Irish base.

Our focus is to upskill our students in a modern learning environment that is a safe haven where your care and security are always the priority. By studying with us, you are provided with a pathway to a university degree. Successfully completing our customised programmes allows you the opportunity to improve your academic and English language grades in a welcoming and safe study-abroad environment. You will develop many valuable skills at the College that will equip you for study at your chosen university.

Enjoy the journey!





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### 3. The Student Experience

The College believes student care and not just student support is an integral part of the student experience. We want you to feel like we have your best interests at heart by making sure

- You have the information you need pre-arrival.
- You can settle in quickly and easily to your accommodation.
- You can undertake a programme of study and a style of learning that gets the best out of you academically.
- You are provided with the necessary pastoral, mental health, medical and other supports that you need to deliver an overall exceptional study abroad experience for you.

We will support you by providing academic and non-academic services to support the development of your knowledge, skills, and academic progression but in a way that never loses sight of the need to treat you as a person first and as a student second. This is especially important for international students whose visit to study in Ireland may be your first time that they will have left your family home, not to talk of leaving your home country.

Your main point of contact for pastoral care during your time at UniHaven is the Student Support Officer. However, all of our staff are sensitive to the needs of our students so feel free to approach any staff member if you need help with anything. We insist that all staff support the pastoral ethos of the company, bringing together all the services and teaching in a structured and coordinated way for the benefit of the students in our care and ensuring a positive learning experience for all.

#### 4. While Studying with UniHaven

There are several areas in which we will support you while you study with us in Ireland to include:

- On Arrival
- Ireland
- Maynooth Campus
- Transport
- Accommodation
- Induction and Registration
- Student Visa
- Pastoral Care
- Medical Insurance
- Medical Care
- Student Charter
- Teaching and Learning
- Academic Support
- Academic Appeals
- Student Facilities.
- Information Technology and Computer Services.
- Student Representation.
- Student Interaction.

- Student Attendance.
- Students with Disabilities.
- Students who are Minors/Children.
- Academic Misconduct Prevention.
- Student Disciplinary Procedure
- Student Complaints and Grievances.
- Student Data.
- Social Programmes.
- Student Retention.

## 4.2 On Arrival

As you have arrived in Ireland, we will have asked you for your flight and travel details and, where necessary, helped to arrange travel or transport on your behalf. Similarly, for accommodation, we have offered to help arrange your first bookings with your accommodation provider – homestay, commercial accommodation or other – such that when you first arrive at your destination in Ireland, we make sure that you get to your provider easily and that you settle in as quickly as possible. All our accommodation providers will have been carefully selected and vetted by us, including Garda vetting.

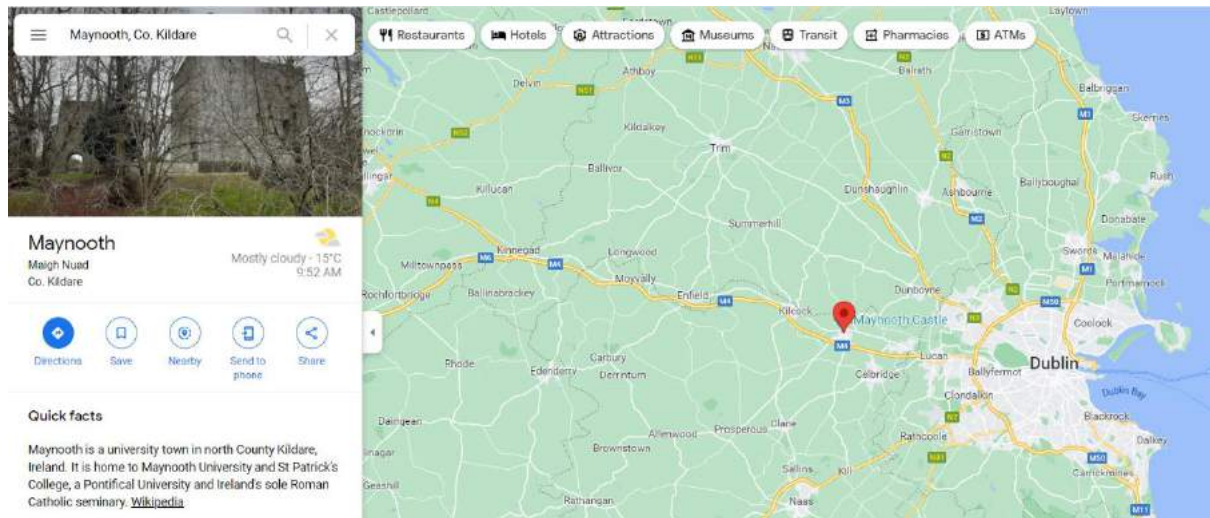
## 4.3 Ireland

Ireland is an island on the western edge of Europe in the North Atlantic Ocean and is located beside and to the West of the UK. The Republic of Ireland comprises 26 of the 32 counties and its capital city is Dublin. The remaining counties make up Northern Ireland (the capital city is Belfast), which is part of the United Kingdom. Approximately 7 million people are living on the island – 5.1 million people live in the Republic of Ireland and 1.9 million in Northern Ireland. Ireland is a small island about 300 miles long and 150 miles wide at its furthest points and so is easy to get around which we encourage you to do. It is world renowned for its scenery, beauty, culture, history and above all its friendly people so make sure to visit as many places and meet as many people as you can while you are living here.



## 4.4 Maynooth

UniHaven's College is located in Maynooth, County Kildare, a town about 30 minutes West of Dublin city.



This is Ireland's first and oldest university town having been so since the 1700's. The location of UniHaven's Foundation College will be located at the Divine Word Missionaries premises on the Moyglare Road in Maynooth as denoted by the yellow line on the map below. This premises is located opposite Maynooth University and within a 300m walk to St. Patrick's Pontifical University. It is also beside the town centre to which students can easily walk to access shopping and medical services as well as bus and rails services.





### University Campus Photos

#### St. Patrick's Pontifical University



#### Maynooth University



## 4.5 Transport

There are many ways to get around Ireland. Transport for Ireland can help you plan journeys easily with real-time information on travel by train, bus, tram or taxi – see link here: <https://www.transportforireland.ie/getting-around/>. You can avail of discounted ticketing on most transport services in Ireland including bus, rail and tram through the purchase of a prepaid student discount travel card known as a 'Leap Card'. For more information click on this link: <https://about.leapcard.ie/about>.

Student Leap Cards can be purchased from various Student Leap Card Agents throughout the country and at most train and tram stations in the Dublin and Maynooth areas. The Student Leap Card can also be purchased online from the Leap Card website using this link:

<https://www.leapcard.ie/en/NavigationPages/CardPurchase.aspx>.

A fee is required to purchase a Student Leap Card and to top it up for its ongoing use. Top-ups can be purchased at the same locations as when you first buy the card and through the website using this link: <https://www.leapcard.ie/en/NavigationPages/LoginSelection.aspx>.

Typical Leap Card fares in the Dublin area are Leap Fares as follows:

TFI Leap Card Fares (from 9th of May)

TFI Leap Card Fares	Adult	Young Adult (19-23)	Child (5-15) and (16-18)
Short	€1.30	€0.65	€0.65
TFI 90 Minute	€2.00	€1.00	€0.65
X Services	€2.40	€1.20	€1.00
Irish Rail Zone 5	€3.00	€1.50	€0.65
Irish Rail Zone 6	€3.90	€1.50	€0.65

The 90 Minute fare (TFI 90) now applies to most journeys in the Dublin area and is only €2.00 for adults, €1.00 for young adults (19-23) and students, and €0.65 for children (up to

and including 18 years).

#### 4.6 Accommodation

There are a range of accommodation options available to you in Maynooth, and surrounding towns, including Dublin which is only 45 minutes away by train (located at Connolly Train Station). Our Student Support Officer will help you to understand the main differences between each and how to book your preferred option irrespective of which option you choose. You can pay UniHaven for your first 4 week's accommodation for a fee as advertised on our website or you can pay the providers directly yourself. We also have reserved single own room/shared common room dormitory style accommodation with some providers in the Maynooth area so if you contact us early, we may be able to secure accommodation in one of our accommodation partners before such rooms are booked by others.

- Host family accommodation – Homestay can be a great accommodation option for students when you first arrive in Ireland. Host families provide comfortable accommodation as part of your stay, with single or room-sharing options available and are located within walking distance to public transport. Host Families are visited by our accommodation staff in advance of hosting students, and they are each Garda vetted (police checked). Our host families will happily cater for any special requirements you may have, provided our team are informed in advance during the booking process. Students are placed with families according to their preferences and dietary needs. UniHaven staff offer a full support service for students in conjunction with our accommodation partner Godsil to help with any questions or concerns and are available to meet you directly on-site when required.

Staying with a host family is a preferred option for many students. It provides convenience to students enrolled in an intensive course looking to improve their English quickly, and for students interested in creating a second home here in Ireland. Most students stay with host families located in the Dublin City's suburbs that include the nearby towns of Celbridge, Lucan, Leixlip, Dunboyne, Clonee and Blanchardstown. Students can expect to commute for up to 60 minutes by public transport to Maynooth, depending on their host family location. All locations have

good public transport connections to Maynooth. See below for our detailed list of rooming options available with our hand-picked host families.

- Half-Board\*, single room.
- Half-Board\*, shared room (for those travelling together).
- Full-Board\*\*, single room.
- Full Board\*\*, shared room (for those travelling together).

\*Half Board meals: breakfast and dinner each day, with light/packed lunch included on Saturday and Sunday

\*\*Full Board meals: breakfast, packed lunch and dinner included each day.

If you plan to live with a host family, ask the homeowner for their plan should the household be impacted by Covid-19. Choose a family that regularly hosts international students and research the accommodation as much as possible before you commit to a booking. We will help you with this.

- Rental Accommodation – Should you not wish to avail of homestay during your studies at the College, a rental is also an option. Prices for this can vary greatly depending on location and utilities may or may not be included. Properties for rent are advertised through Estate Agencies and on the ‘to let’ section of websites such as [www.daft.ie](http://www.daft.ie) and [www.rent.ie](http://www.rent.ie). Typically, accommodation can be full house rental, shared rooms in private and/or rented houses, or corporate student accommodation with a house rent starting from 1500 euros for a 2 or 3-bed house within 30 minutes West of Maynooth town, and room rent within a shared house rental starting from around 400 euros a room monthly for a single room.
- Student Accommodation Blocks – There are many corporate student accommodation providers in Dublin and Maynooth. Prices vary from 150 to 300 euros per week for single ensuite bedrooms with shared eating/living quarters.
- Hotel/Hostel – Should you require a hotel or hostel accommodation during your studies, the Student Support Officer will be happy to suggest some locations.

However, students should be aware that temporary accommodation can be expensive to book for long periods. Hotels and hostels can be found on common hotel booking websites such as [www.hotels.com](http://www.hotels.com), [www.trivago.ie](http://www.trivago.ie), [www.tripadvisor.ie](http://www.tripadvisor.ie), or [www.bookings.com](http://www.bookings.com), with hostel prices starting from 30 euros per person per night for shared rooms and hotels starting from 100 euros per person for single rooms.

#### 4.7 Induction and Registration

Once semester 1 starts, you will be taken through a formal registration and induction week where you will be informed about all aspects of study and student support in the College. This student handbook is given to you on your first day of induction. It is also available online through the College website. Induction information sessions are designed to give you a deeper insight into life in Ireland and the culture of the College. Induction activities may include but are not limited to the following:

- Informational Presentations – background to and information about the College.
- Policies and procedures on all aspects of studying at and being cared for by the College while you are here with us. This will include academic quality assurance (QA) Policies, data protection (i.e. GDPR) regulations (e.g., data collection and storage for online learning, use of personal data etc.), student support policies etc.
- Programme Handbook – you will be provided with a copy of the Programme Handbook that outlines all academic-related information about your study including its blended learning aspects and module assessments.
- Student identification (ID) cards - Student ID cards will be issued to students by the Student Support Officer during your induction.
- IT – to include logins, usernames, and passwords for Office 365, Claned, and the associated systems.
- Facilities/Premises Walkabout – to get you familiar with your surroundings and the facilities available to you.
- Health, Safety and Emergency Procedures.
- Opening bank accounts to allow you to lodge money and to pay for services such as accommodation, transport, meals etc.

- A full list of supports and activities that are available that are also fully documented in this handbook.

You will have information sessions during the induction on how you can access and use the technology learning tools at the College and the necessary hardware and software required as well as how teaching and learning will be run in the College. You must be registered to be able to attend classes, access timetables, access the library services, and all other services.

The student support office provides information, advice and assistance to all students and will endeavour to answer student queries offering practical support. Their email is [studentsupport@unihaven.ie](mailto:studentsupport@unihaven.ie). The student support office also deals with issues such as confirmation of registration letters, change of address, or collection of student cards. Your student card will be issued by the Student Support Officer during your programme induction. If the card is lost, stolen, or destroyed, you must report its loss and obtain a duplicate from the Student Support Office.

See an example of what your induction week might look like below.

UniHaven International Foundation Pathway Programme

Sample Induction Timetable

This is a non-study week!

Monday

Welcome Address by the CEO of UniHaven.

Welcome Address by the UniHaven Academic Director.

Welcome Address from the UniHaven Programme Manager.

Welcome Address from the Unihaven Student Support Officer

## Induction Overview

- Induction Week – Settling In.
- Who is Who – Staff Introductions.
- Expectations of Students and Staff – Student Charter.
- Students Who Have Learning Challenges.
- Students Who Are Minors.
  - Godsil Role.
  - Child Protection
    - Policies.
    - College Legal Obligations.

## Lunch hour

## Meeting with Programme Manager and Student Support Officer

- Wi-Fi – Connecting In!
- College Campus Tour - how to find your classrooms, study, and recreation areas.
- College Health & Safety, Fire & Emergency Procedures.
- Registration and Visa Requirements.
- Safety and Security.
- Q&A – Ireland, Maynooth, Accommodation, Getting Around, Settling In etc.

## Evening - social activity TBC

Tuesday
---------

## Meeting with Programme Manager.

## Programme Overview

- Streams and Modules.
- Timetables.
- Academic Calendar.
- Progression to Partner Universities and Institutions.



Lunch Hour

Meeting with Teachers

- Module Overviews.
- Teaching and Learning.
- Assessments.
- Academic Integrity.
- Academic Supports Available.
- Attendance Requirements.
- Student Discipline Procedures.
- Student Complaints.

Evening - social activity TBC

Wednesday

Meeting with Programme Manager.

IT Overview

- WiFi Use.
- MS Office – Use and Passwords.
- Onsite IT Support.
- The LMS - how to access and use.
- Student Personal and Programme-related Data – Purpose, Use, Storage, Security and Retention.

Lunch Hour

Student Voice and Representation at the UniHaven College

- Your Class – getting to know your colleagues and respecting the differences between you all.
- Student Class Representatives – Selection, Role, and Training.



- QA Governance Student Representation – Academic Council, Boards and Committees.
- Student Voice – ensuring individual and group needs are listened to and met
  - 1:1 Support from staff.
  - Who to talk to about what.
- Student Healthcare and Medical Needs
  - College Medical Referral Process.
  - Mental Health Supports – Spectrum.Life 6 free counselling sessions.
  - Local Health and Medical Providers.

#### Introduction to Student Social Activities.

- University Visits.
- Social Nights Out.
- Extra-Curricular Activities.

Evening - social activity TBC

#### Thursday

Meeting with Programme Manager.

Registration

Lunch Hour

Registration

Opening student bank accounts.

Evening - social activity TBC

#### Friday

Meeting with Programme Manager

Academic Mini English Workshops

- Speaking and Listening.
- Reading and Writing.
- Note Taking and Study Skills.
- English Language Supports.

Lunch Hour

Meeting with the Student Support Officer

- Preparing to start classes on Monday.
- Ensuring students are settling in well.

#### 4.8 Student Visa

Students from outside the European Economic Area (EEA) must register with the Irish Naturalisation and Immigration Service (INIS) following their arrival and registration at the College. You will receive a letter from the College to bring to your appointment with INIS stating that all fees have been paid in full and that you are undertaking a full-time programme of study at the College. You will be required to pay a fee of €300 at the appointment. However, please be aware this fee is subject to change without notice.

Following this, you will receive your Irish Residence Permit (IRP) card which includes your name, address, photograph, and residence details in Ireland. Students residing outside of Dublin City or county must register at your local immigration registration office. These offices are managed by the Garda National Immigration Bureau (Irish police) and located at Garda (Irish police) stations nationwide.

#### 4.9 Pastoral Care

The College will provide many types of pastoral care to students from banking accounts and general queries about living in Ireland to a referral service where will refer them to specific mental health, medical and wellbeing providers, including hospitals and dentists where necessary, such that students are and feel truly taken care of during their time in

Ireland. Should students suffer a serious illness or injury, the guardian nominee provider (only if the student is a minor) and/or the Academic Director will deal with the student's family, to be the point of contact for any medical or other investigation or calls for information that is essential to help the situation and as agreed with the student and his/her family.

You can expect UniHaven to:

- Inform you about the range of support services available.
- Provide services in an accessible, helpful, and confidential manner.
- Provide appropriate computing facilities and assistance.
- Provide access to a range of cultural, recreational, and sporting activities.
- Provide you with information on student services that may be available to you which include access to professional counselling, support for disability and learning difficulty, the student health service and financial information.
- Guide to prepare you for the transition to partner universities and institutions.
- Provide access to a quiet reflective space where students of all faiths can engage in prayer or meditation etc.

As a UniHaven student, you are expected to:

- Provide us with information on any additional needs you may have in a timely fashion.
- Be proactive in seeking any support you may need.

#### 4.10 Medical Insurance

You are required to have medical insurance for the duration of your programme at the College. Non-EEA students are required to show proof of comprehensive medical insurance when registering with the Irish Garda (Police) National Immigration Bureau for visa registration purposes after you arrive in Ireland. Students can purchase medical insurance through the College at the same time as they are enrolling and paying tuition and associated fees, or you can arrange your own medical insurance from home provided it is in English. Our preferred student medical insurance partner is Arachas Insurance who offer student medical insurance for hundreds of international students who come to study in Ireland each year. We can help to arrange cover for you or you can do this yourself by contacting them using this link: <https://www.studyandprotect.com/Student-Medical-Insurance-Medicover.aspx>.

Having medical insurance ensures a choice of hospital, doctor, and hospital accommodation in the event of illness. Students from the EU should travel to Ireland with their European Health Insurance Card to cover public medical care. Students from non-EU countries are not covered for any free medical attention off-campus and must therefore have their own private insurance. Please note that heavy levies are charged for all hospitalisation, and it is advised to make provision for adequate medical insurance.

#### 4.11 Medical Care

As part of pre-arrival information, students may receive information regarding the recommended inoculations for travel to Ireland. You should contact your doctor at least a month before your trip to discuss this and any other health concerns regarding travel. In an emergency, the College is authorised to seek appropriate care for students.

If you are sick but it is not an emergency (see section 9.2 for emergency procedures), a doctor (GP) or a medical centre should be contacted for an appointment. The doctor will ask questions related to your health and may give a prescription for medicine. You should be aware that some medicines may not be covered by your medical insurance. You can contact the medical insurance company regarding which medicines are covered. You should also obtain the medical certificate if it is deemed you are unable to attend

classes. Written documentation from the doctor is required as proof that you were been unable to attend class. There will be no additional fee for this certificate.

You will normally be required to pay all applicable medical fees yourself. However, depending on your medical insurance policy, you may be able to claim back a portion of the fees at a later date. Additionally, dental, optical, and alternative therapies may not be covered by your medical insurance and may be expensive compared to your home country.

Living and studying in a foreign country for the first time can be lonely at times. Studying at an international college through a language that is not your first language can also be hard, especially near exams and at assessment times. We are here to help you so please tell any of our staff if you are struggling mentally in anyway. While our staff are not trained counsellors or mental health professionals, they will be able to refer to you people who are and who will give you the type of support that you need. To help you access such mental health and counselling support services, the College offers 6 free multilingual counselling and coaching sessions through our partner, Spectrum.Life in conjunction with their trained and specialist counsellors. Your first 6 counselling sessions are free of charge and can be accessed online if necessary. Should you want more than 6 sessions, the sessions after the first 6 will be paid for by you but may be covered by your medical insurance policy. Every student will be given access to the Spectrum.Life website from which they can request such support. Spectrum.Life also provide emergency mental health support. Full details about how to access such supports will be provided at induction.

#### 4.12 Student Charter

Our Student Charter is given to you at induction and details the level of service and standards of excellence we endeavour to provide to students from the start of your application process through to the time you graduate. It also sets out the expectations we have for all our students. We seek to foster a collaborative approach working together with you to achieve an inclusive learning environment and to respond to the

diverse needs of students. The UniHaven Student Charter will also help you to understand the expectations the College has of you in describing the two-way relationship that exists between you and the College for the benefit of your academic progression and your pastoral care as described below.



#### 4.12.1 When Applying for a Place at UniHaven College

You can expect UniHaven to:

- Provide current and accurate information about programmes, applications and entry procedures.
- Provide information on any fees related to academic programmes and student registration and a broad indication of costs relating to your programme.
- Provide information about the facilities and services on offer.
- Consider your application in a fair, efficient, and timely manner.
- Select students who are judged able to undertake the programme based on aptitude skills and knowledge related to the entry requirements for the programme of study.
- Contact you to discuss any special requirements you may have before studying with us.

- Inform you of any changes to the availability or content of your programme.

As a UniHaven College student, you are expected to:

- Provide us with complete and accurate information about yourself, your qualifications and work experience.
- Provide information on any special needs or health issues you have in your application that may impact your learning.
- Inform the College as soon as possible if you decide not to continue with your application.
- Inform us of any relevant changes in your circumstances.
- Give availability for interview days and/or assessments which may be part of the selection criteria.

#### 4.12.2 Programme Start

You can expect UniHaven to:

- Provide a Student Handbook introducing you to the College, its policies and facilities.
- Know or be introduced to the staff who will be responsible for all aspects of your study programme with details of how they can be contacted.
- Provide an induction programme that introduces you to your programme and your teachers.
- Provide induction to the services and facilities available.
- Provide a clear statement about programme requirements at the commencement of the programme.
- Inform you of the methods by which you will be assessed and the criteria that will be used.
- Provide an assessment schedule for the year.
- Provide information on your progress on individual programmes of study and modules.
- Inform you of any changes to your programme.

As a UniHaven College student, you are expected to:

- Make yourself familiar with the information provided to you and that you check relevant notice boards, post and e-mails regularly.
- Seek clarification of anything you do not understand.
- Participate in opportunities provided for you by the College.
- Confirm your registration details and report any errors or omissions immediately.
- Observe the rules and regulations of the College and partner institutions or organisations.
- Respect College property and the environment and facilities, its neighbours and the local community.

#### 4.12.3 Teaching, Learning and Assessment

You can expect UniHaven to:

- Create a stimulating and challenging learning environment.
- Provide high-quality teaching and supervision.
- Provide access to adequate facilities and resources sufficient for the achievement of your educational goals.
- Provide regular feedback on your academic progress.
- Inform you of penalties for late submission or non-submission of coursework.
- Inform you of any attendance requirements and the consequences of failure to attend classes and examinations.
- Review programmes regularly to enhance the quality of learning.
- Inform you of any changes to your programme in a timely fashion.
- Explain all forms of unacceptable academic behaviour such as plagiarism, cheating, collusion, fabrication of data or breach of copyright.
- Assess you using fair and competent methods that meet national academic standards.
- Provide access to your results in a timely fashion as per published policies on completion of your programme.



- Provide access to a clear set of procedures around deferrals and appeals.

As a UniHaven College student, you are expected to:

- Work to the best of your abilities.
- Inform yourself aware of all programme requirements and observe them.
- Raise any questions on your progress with appropriate staff in a timely fashion.
- Observe College rules and regulations on plagiarism, cheating, collusion, fabrication of data, breach of copyright, deferrals and appeals.
- Make yourself available for academic feedback when requested.
- Attend designated lectures, programmes assessments, tutorials, seminars or other timetabled activities associated with your programme in a punctual manner.
- Submit all written assignments, practicals or other coursework within the specified time limits.
- Make your best attempt at each element of assessment in your programme.
- Respect the rights of others in all learning spaces.

#### 4.12.4 Equality, Diversity and Respect

You can expect UniHaven to:

- Treat you with courtesy and respect in all your dealings with us.
- Treat you regardless of gender, marital status, age, disability, race, religion, sexual orientation, or family status.
- Ensure full participation in all College activities is possible without fear and free from discrimination.
- Provide a study environment free from harassment and abuse of power.
- Assess your learning needs and meet those needs as far as is reasonably practicable.
- Ensure a safe and healthy environment.
- Ensure access to your files and any personal data comply with the Data Protection legislation.
- Welcome feedback on all College services.

- Ensure your general information remains confidential and will only be released to a third party with your consent or when legally required.

As a UniHaven College student, you are expected to:

- Treat all staff, fellow students, and visitors with courtesy and respect regardless of gender, marital status, age, disability, race, religion, sexual orientation, or family status.
- Advise appropriate staff of any concerns you may have regarding equality or personal safety and do so on time.
- Take every precaution to ensure that you behave in a safe and considerate manner towards all staff and students.
- Behave in a manner that will not bring the College into disrepute.
- Adhere to all College regulations in the Student Handbook concerning drugs, alcohol and smoking.
- Take care that your interpersonal communications in both physical and virtual environments are respectful of others at all times.
- Act safely and responsibly towards others.

#### 4.12.5 Support Services

You can expect UniHaven to:

- Inform you about the range of support services available.
- Provide services in an accessible, helpful, and confidential manner.
- Provide appropriate computing facilities and assistance.
- Provide access to a range of cultural, recreational, and sporting activities.
- Provide you with information on student services that may be available to you which include access to professional counselling, support for disability and learning challenges, the student health service and financial information.
- Guide to prepare you for the transition to partner universities and institutions.

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As a UniHaven College student, you are expected to:

- Provide us with information on any additional needs you may have in a timely fashion.
- Be proactive in seeking any support you may need.

#### 4.12.6 Possible Problems

You can expect UniHaven to:

- Inform you about the standards of behaviour expected.
- Provide access to the student complaints procedure.
- Handle complaints in a fair and timely fashion.
- Put in place fair and appropriate procedures to deal with misdemeanours and serious offences, and that such procedures will be strictly adhered to.
- Deal with disciplinary incidents in a fair and timely fashion, and that you will be informed of any sanctions.

As a UniHaven student, you are expected to:

- Be aware of the College complaints and disciplinary procedures.
- Use the complaints procedures fairly and appropriately.

#### 4.13 College Teaching and Learning

Staff are actively engaged in supporting you throughout your programme of study. The College Teaching and Learning Policy outlines our approach to inclusive and supportive teaching and learning and the College Blended Learning Policy addresses the remote and online learning aspects.

You are required to attend the class for 22 hours per week plus another 3 hours for tutorials, one of which is dedicated to English language support. You can see a sample timetable below (subject to change – please check with College staff for the current updated timetables).

Times	Monday	Tuesday	Wednesday	Thursday	Friday
09:00 - 10:00	EAP	EAP	EAP	EAP	Maths O
10:00 - 11:00	EAP	EAP	EAP	EAP	Maths H
11:00 - 11:15	<b>Break</b>				
11:15 - 12:15	ICS	ICS	Tutorials	Tutorials	Tutorials
12:15 - 13:00	<b>Lunch</b>				
13:00 - 14:00	Maths O	Maths O	Maths O	Option 1	FREE
14:00 - 15:00	Maths H	Maths H	Maths H	Option 1	FREE
15:00 - 15:15	<b>Break</b>				
15:15 - 16:15	Option 1	Option 2	FREE	Option 2	FREE
16:15 - 17:15	Option 1	Option 2	FREE	Option 2	FREE

*\* Students will take either higher (H) or ordinary maths (O), not both.*

Extracurricular activities will also be provided as part of your timetable. The Student Support Officer and/or a member of staff will supervise all students' extra-curricular College-organised activities.

Online learning support and resources will be provided through the use of our Claned LMS, Office 365 and other appropriate technologies. Students will have an information session during your induction on how you can access and use the LMS and the necessary hardware and software required as part of your general briefing about how teaching and learning will be run at your induction. Should you have any issues with the learning methodologies or any other aspects of teaching and learning, you are encouraged to speak with your Teacher or Programme Manager.



#### 4.14 Academic Support

We will provide you with additional teaching, tutorials and/or 1:1 teacher support in addition to the normal academic supports and tutorials that are a part of the programme if you are struggling academically to help you to progress and succeed on our programme and to progress to the university and degree that you are interested in. Individual plans will be created from discussions with staff to ensure that the student gets the academic support that they require. Additionally, you will be supported in planning your study pathways through the programme's Intercultural Studies and Communications module and with the support and guidance of the academic team. Up-to-date information on the support the College provides for you can be found on our website and at induction.

Should circumstances beyond your control prevent you from completing an assignment on time, you should contact your Teacher as soon as possible to seek an extension. Supporting documentation such as a medical certificate is required. Once received and approved, these circumstances will not affect the grade. See the College Assessment Policy that is available from the Programme Manager for full details about assessments and occasions where you cannot complete them as expected.

#### 4.15 Academic Appeals

We are committed to providing an excellent and fair education and student experience for you. However, we recognise that from time-to-time situations arise when a student considers that s/he might have grounds for appeal against a decision related to the assessment of his/her academic work. We are committed to resolving appeals as quickly as possible. Should you wish to appeal may do so on a limited number of grounds including administrative errors, material irregularity in assessment procedures or an appeal on medical, personal, or other extenuating circumstances as explained below. A fee of 50 euros applies for all academic appeals however, if your appeal is found to be successful, this will be refunded back to you.

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#### 4.15.1 Assessment Appeals, Reviews and Rechecks Procedure

An assessment appeal is a request for a review of an assessment decision. This procedure is designed to benefit all students by affording them the right to due process in their dispute over assessment outcomes. All academic staff at the College, be it Teachers, Committee or Board members or academic management, have a duty to objectively process all student assessment grade disputes.

#### 4.15.2 Correction of Error

Errors can be noticed internally even before a student appeals to a grade process or decision. If following a meeting of the Exam Board, an error is discovered in the recording or calculation of a grade and/or in the recording of an overall result, a Correction of Error Form will be completed by the Programme Manager and signed by the Academic Director. This form will be submitted to the Appeals Board for noting and sign-off. An updated transcript will then be issued to the student by the Academic Director.

#### 4.15.3 Grounds for an Assessment Appeal

If you wish to appeal you may do so on a limited number of grounds to include administrative errors, material irregularity in assessment procedures or an appeal on medical, personal, or other extenuating circumstances. You must identify the module(s) and the elements for which the appeal is being made. The application must also specify the grounds on which the appeal is sought and must contain all information that you need to have considered in the appeal.

- Appeal on administrative error or a material irregularity in assessment procedures. An appeal of an assessment result shall be considered only if any of the following minimum standards of programme delivery were not met by the College.
  - If you believe you were adversely affected by an irregularity in how the assessment was conducted, e.g., in written examinations,

insufficient/inaccurate information on examination papers and continual assessments, or faulty IT equipment.

- If you believe you were adversely affected by an administrative error, resulting in an incorrect grade being recorded on the student database.
- If you believe that due process was not followed and seek verification that your work was assessed under the College's policies and procedures and that the process was fair and consistent. For example, were you informed of assessment requirements (modes, weightings), was appropriate feedback provided to you on assessment, and were the assessment processes reviewed by external examiners?
- An appeal may be made on the grounds of medical, personal, or extenuating circumstances if you believe you were adversely affected by factors which the Exam Board was unaware of when making its decision, e.g., personal or medical reasons. However, these are not in themselves grounds for changing a grade. You may at the discretion of the Appeals Board be allowed to resubmit at the next exam period as a first sitting. Appeals are categorised as follows and need to be documented on UFORM013 UniHaven Assessment Appeals Request Form Rev 1 (see Appendix):
  - Appeals on Medical Grounds: In the event of illness during an assessment period, you may appeal. An appeal on medical grounds must be supported by appropriate, signed and dated medical certification on headed paper.
  - Appeals on Personal Grounds: An appeal on personal grounds, e.g., relating to personal difficulties, must be supported by documentary evidence provided by a recognised professional (e.g., psychologist, counsellor, etc.). Documentary evidence provided must be legible and stamped by the relevant professional.
  - Appeals on the Grounds of Extenuating Circumstances: If you are seeking an appeal on the grounds of extenuating circumstances relating to other factors such as the death of a relative or other incident, must submit written evidence; for example, a death notification or Garda report.

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#### 4.15.4 Assessment Appeals Process

After your results have been published, you can discuss these with your Programme Manager or Teacher. The aim is to understand the results and provide guidance for you in the future. This early communication can provide useful clarification and feedback and may help to inform your decision on whether to proceed or not with an appeal. However, once an appeal is submitted to the Academic Director, it is no longer appropriate for you to consult with staff about the appeal lodged. The Appeals Board does not attempt to replicate the assessment functions of an Exam Board and, therefore, does not involve itself in re-assessing any assessment elements of a student's work. Therefore, please do not include any assessment materials such as dissertations, essays, programmes, or reports, with an appeal submission, as they will not be considered.

The appeals process follows the following steps.

1. A valid appeal requires submission to the Academic Director by you of a completed UFORM013 UniHaven Assessment Appeals Request Form Rev 1 (see Appendix) within 21 days of the publication of results as notified by the Academic Director together with evidential support for the appeal and the relevant fee (see UPOL008 UniHaven Fees and Refund Policy Rev 1). Requests received by post must be postmarked within this period. Only a signed written request for an appeal from you will be considered. Third-party submissions on your behalf will not be considered.
  - a. Written assessments: In programmes where written examinations have been conducted you may request the Programme Manager to view your scripts. To ensure applications to view scripts are processed within the appeal deadline date, three full days are set aside, commencing one day after the formal publication of results, and ending the day before the appeal submission deadline. To organise a viewing of your script, please email a request to the Programme Manager. To view your files in our administration office, please contact the relevant office to organise a date/time, explaining that you wish to do this to appeal.
  - b. Practical assessments: For practice-based elements, you may decide to review



your student assessment feedback sheet that is available from the Programme Manager.

2. An Appeals Board is set up. The Board is made up of the Academic Director (Chair) or a nominee, and at least three members, all of which are external independent members with appropriate senior academic experience and with no conflict of interest concerning the matters for deliberation and the applicants or students involved. Where there is a conflict of interest an alternative person may be substituted. An external member will be appointed Chair in situations where the Academic Director will have been a part of the process that led to the appeal. The membership must be independent of those that dealt with the original case or any Teacher/Manager who was responsible for marking the original assessment. The Appeals Board and its members are appointed by AC. Other relevant staff, such as the Programme Manager or a Teacher, may only be present to respond to the Board's queries. The Academic Director will provide a recording secretary for the Appeals Board meetings. See UniHaven Quality Assurance Manual, chapter 2, for full Appeals Board terms of reference.
3. The Appeals Board conducts the formal appeals process and will convene as often as is necessary after assessment periods scheduled in the academic calendar.
4. Once the appeal has been lodged with the Appeals Board, it may request further information from the relevant programme unit including a call for reviews and/or rechecks to be done. A review means the re-consideration of the assessment decision by the Exam Board in consultation with the Teacher(s) concerned. A review will automatically include a recheck. A recheck means the administrative operation of checking (again) the recording and combination of component scores for a module and/or stage. The process normally involves establishing that all answers, part answers and/or other assessment materials have been assessed and totalled correctly. This involves checking the script again, re-calculating the final scores, and where appropriate, modifying the results accordingly. Marks allocated can be increased or decreased. There is no appeal process for a re-check.
5. The review and recheck process may result in one of the following outcomes:

- a. Grade remains unchanged
  - b. Grade is increased
  - c. Grade is decreased
6. The Appeals Board will review all documentation relating to the appeal, including a review and/or recheck response from academic staff, and will decide on their findings.
7. The Appeals Board will arrive at one of the following decisions:
  - a. To uphold the appeal.
  - b. To reject the appeal.
8. The decision of the Appeals Board will be conveyed in writing by the Academic Director to you within five working days of the outcome of the Appeals Board, informing you of the appeal decision. If the appeal is successful, the appeal fee is refunded via your bank account.

The decisions of the Board are recorded in Minutes that are circulated to the Programme Manager. Copies of the Minutes and letters to students are stored in a restricted access folder on the College IT Systems/Servers.

#### 4.16 Student Facilities

Student facilities include a student common room where you can relax and chat with your classmates, a restaurant that serves daily menus, and a small library containing core textbooks. The College will also have multi-faith prayer rooms to facilitate quiet reflective spaces in which students can sit, reflect, relax, pray, meditate etc. There is also a beautiful courtyard where you can sit and relax outdoors. While onsite at any of these premises or any other premises organised by the College, the use or abuse of non-prescribed drugs, smoking and alcohol is strictly prohibited.

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## 4.17 Information Technology and Computer Services

You will have full access to the Claned LMS, Office365 and all relevant IT infrastructure to support your learning, whether in-class or remote/online.

### 4.17.1 Email

Your student email is the primary method of contact between you and the College outside of the classroom. It should therefore be checked regularly. Students have the responsibility to recognise that certain communications may be urgent and require timely attention.

### 4.17.2 Claned LMS

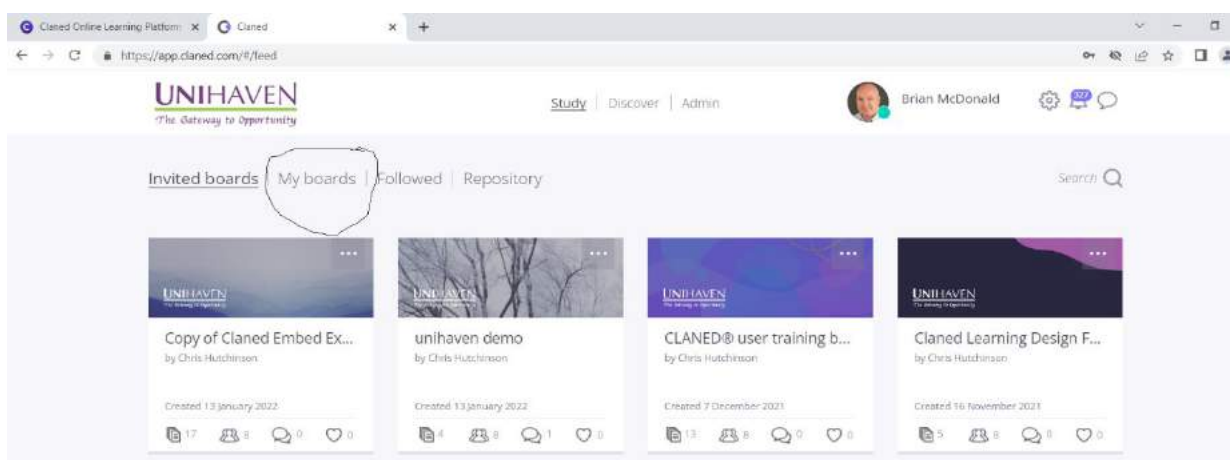
Teachers will utilise a virtual learning environment/learning management system (LMS), called Claned, to distribute class notes, presentations, assignments, and other e-learning tools available to you. All students will receive training and support on how to use the system during the induction to the College. You will self-enrol on the LMS for the modules taken, and your Teacher will provide you with a module ID and the link to self-enrol. Claned, [www.claned.com](http://www.claned.com), was selected for

- Its user-friendliness for both students and staff.
- Its ability to enhance teaching and learning as opposed to just being used to share content.
- Its ability to facilitate excellent interaction between students and Teachers.
- Its ability to provide very specific feedback to teachers in the form of comments and questions that are easily pinpointed to a specific point in any learning content format.
- Its facilitation of student-to-student social interaction.
- Its back-end learning analytic automatic data analysis in the areas of
  - Learning time and frequency feedback.
  - Content learning difficulty feedback.

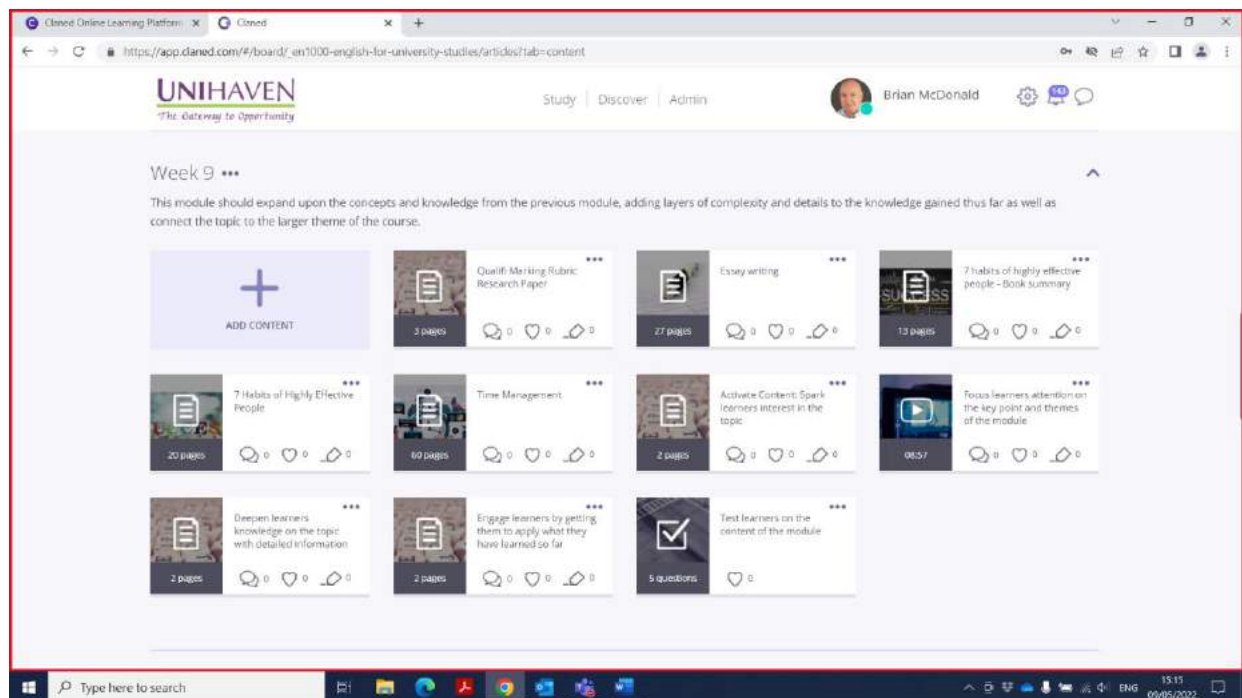
- Student interaction with the content via comments, questions etc.

The purpose of the College LMS is to share programme core content, to provide learning support content, to provide a means for you to contact your Teachers online, to provide a means for you to leave questions for your Teachers outside of hours that will be actioned in-hours, to facilitate formative assessment and to provide an interactive Teacher/student two-way feedback mechanism that supplements your in-class learning and feedback.

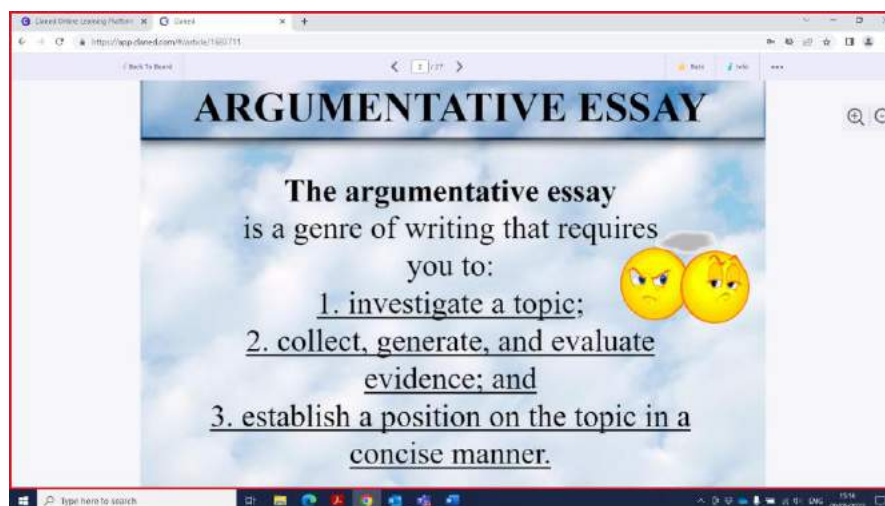
The 'My boards' section on Claned shows the programme modules that you are taking as part of your programme. All students will have the ability to post comments and questions about the content that Teachers will be notified of and be able to respond to. Students will also be able to post messages into a student group forum/chat. UniHaven Programme Management as administrators will monitor and vet all student communications.



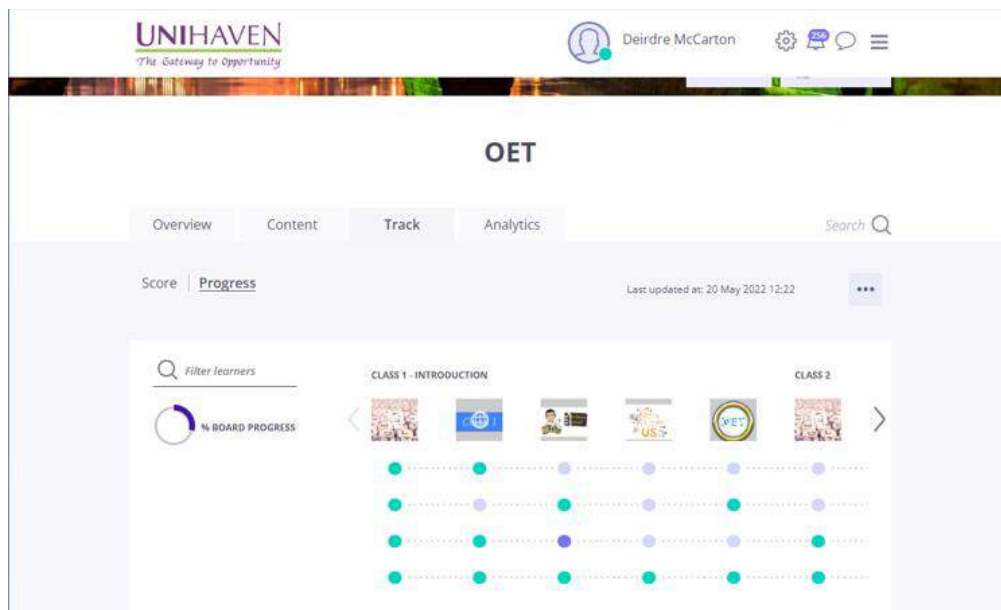
Within the module, mini boards are created and usually displayed as weekly content. Week 9 of one of UniHaven's online modules is displayed here as an example. You simply click on each icon to access the content without leaving the platform to open it elsewhere.



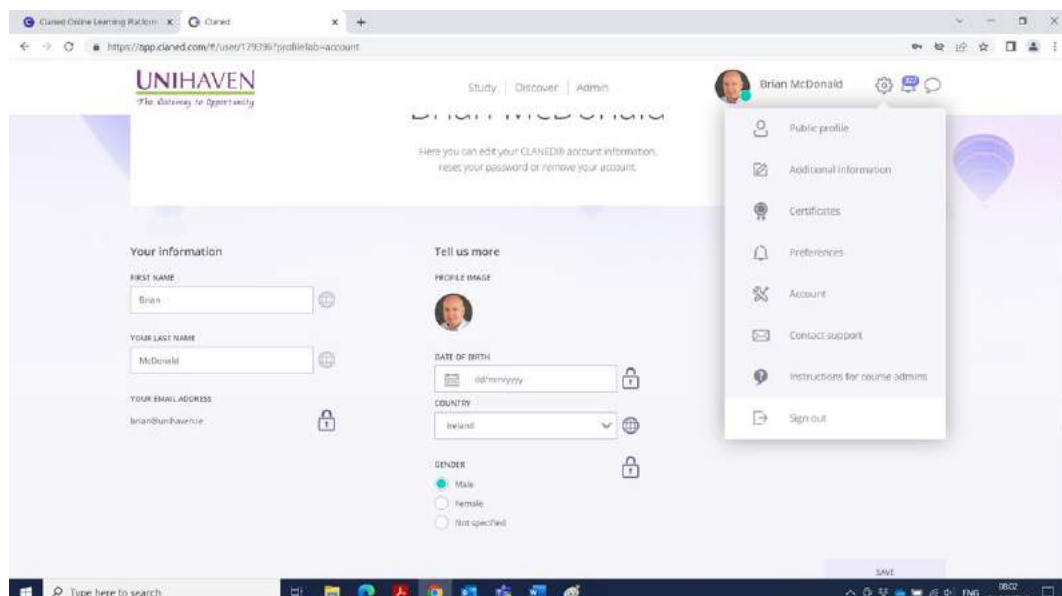
The below sample image shows a slide of a presentation that a Teacher has uploaded as you would see it in Claned.



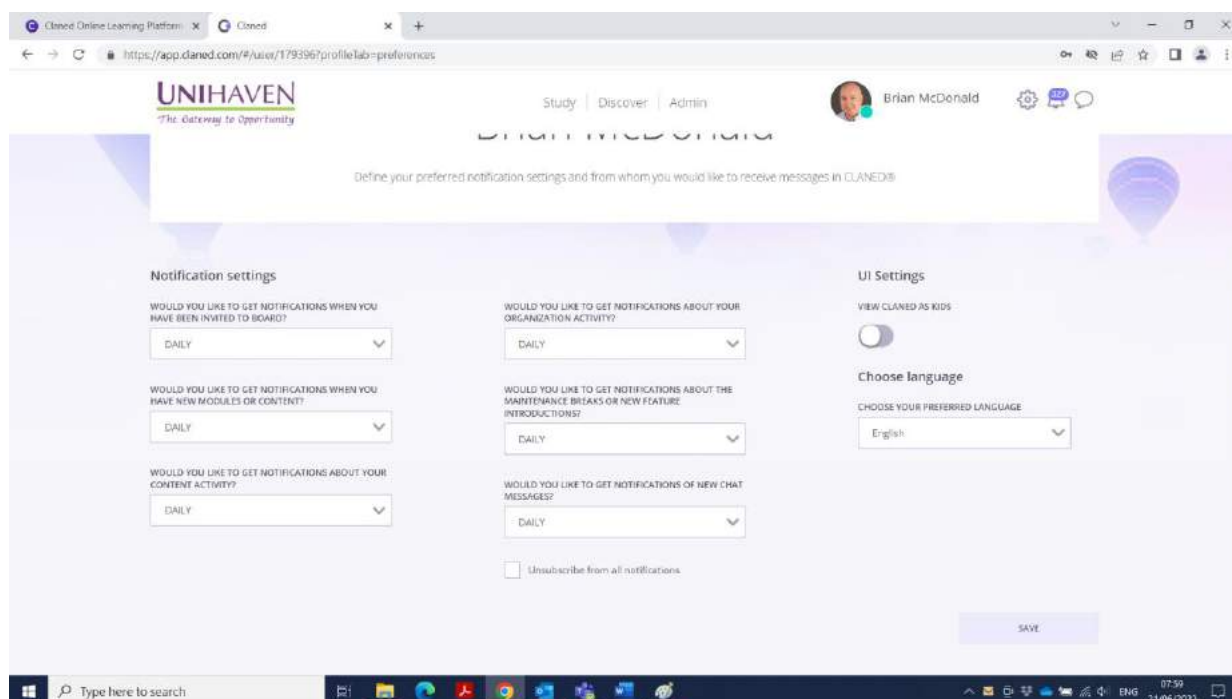
This example shows the analytics side of material through different modules. Teachers will use this to see how students are progressing through the content of each module.



Students can choose which fields they wish to populate and how for each. The drop-down settings menu shows where each screen is accessed. In this image you can see where to enter your name, profile photo, date of birth, country, and gender. Students will be encouraged to enter their name at a minimum so that Teachers can communicate with them through the platform, but all fields are optional.



You can freely choose which type of notifications you wish to receive and at what frequency. You will also have the option to unsubscribe. We will encourage all students to stay subscribed to help get notified of content releases and other relevant programme information, but such notifications will be shared in class as well should you choose to unsubscribe.



#### 4.17.3 Learning Analytics

The data for learning analytics comes from a variety of sources, including the LMS. The sources from which student learning data is collected includes but is not limited to:

- Summative and formative assessment grades and feedback whether in hard or soft copy.
- Exam broadsheets.
- Student attendance, completion and retention rates as recorded on College IT Systems/Servers or the LMS by Teachers and student support staff.

- Student recruitment and admissions data as recorded on College IT Systems/Servers by admissions staff, in particular, evidence of previous learning before joining the programme student identification for assessments, and student unique IT system logins.
- Student progression data in terms of how many students progress to HEI partner degree programmes and which programmes these are.

The LMS collects data such as

- Student LMS identification and logins.
- Student programme and module progression.
- Student feedback on the LMS content supplied by them as questions, comments, and time spent on each piece of individual content they study.

A range of interventions may take place in response to an analysis of the data collected and analysed. The types of interventions and what they are intended to achieve may include:

- Prompts or suggestions sent automatically to you via email, SMS message or web/cloud notification to include Teacher or staff-entered prompts or automatic LMS prompts.
- Staff contacting you based on the data collected if it is considered that you may benefit from additional learning or other support, for assessment feedback the Teacher wishes to share with you in an online format, or where staff suspect student misconduct from student behaviour to include general or academic misconduct. In this latter context, staff will follow up as per the College Academic Misconduct Procedure or Student Complaints and Disciplinary Procedure as relevant.
- Online interventions, whether automated or human-mediated, will normally be recorded and retained as per the College Data Retention Policy.



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#### 4.18 Student Representation

A Student Representative is a student chosen for each programme pathway stream to facilitate interaction between staff and students regarding programme-related matters and student-support-related matters. Essentially, the student representative is the point of contact for a particular programme or pathway stream on behalf of your peer students. Two student representatives nominated from the student pathway stream representative group will sit on each Academic Council and Programme Board.

The student representative will receive training to explain the role and responsibilities and will receive support from the Student Support Officer as to how best to fill this important student voice role. Meetings will be held monthly to gain feedback on classes and programmes, student wellbeing and any issues students may be encountering.

#### 4.19 Student Interaction

Separate from the student representative process, we will seek to gain feedback from you through informal week-to-week discussions with Teachers, Programme Manager and engagement surveys. Surveys will be generated each semester to find out more about your experience at the College and will include questions around:

- Academic survey: feedback on teaching methods, modules and content, assessments, and homework, to include the blended learning aspects.
- Student Life: looking for an insight into your opinions on College facilities, student support services and social programme activities.

An overall experience survey will be conducted at the end of the programme to enable students to give feedback and recommendations based on their overall college experience and to allow for any change in their experience from the start of the programme through to exit.



#### 4.20 Student Attendance

Attendance is taken in each lesson by the teacher and is recorded on our IT Systems/Servers. The College has mandatory attendance requirements of a minimum of 85% attendance for all enrolled visa-required non-EEA students to comply with INIS regulations. The programme satisfies Irish visa conditions in that students will study fulltime with UniHaven College between the hours of 9 am and 5 pm on a minimum of 4 days between Monday and Friday each week, with the programme's 25 hours a week of class time satisfying the minimum 15 hours of class time requirement, excluding breaks.

Attendance is classified as attending the full designated tuition hours. A student will be marked 'Absent' if they do not attend class, if they are late by more than 15 minutes and if they leave class early. If a student's attendance falls below 85% in the first four weeks of their programme, this will be communicated to INIS. Under exceptional circumstances, a student may be excused for their absence, e.g., for health/medical reasons or based on

compassionate grounds (bereavement). Supporting documentary evidence should be submitted when the student is explaining their absence (e.g., a medical certificate from a registered medical practitioner). The headings below clarify which type of absences may be excused.

Should the student not satisfactorily address their non-excused attendance issues as described below, they will be subject to the below disciplinary process that may lead to expulsion, in which case no student refunds will apply. This procedure is a standalone procedure separate from the disciplinary procedure for non-attendance disciplinary issues such as Academic Misconduct, Gross Misconduct etc. that is outlined in UPRO008 UniHaven Academic Misconduct Procedure Rev 1 and UPRO010 UniHaven Student Complaints and Disciplinary Procedure Rev 1.

#### 4.20.1 Holidays and Breaks

Students are not permitted to take holidays or breaks during the normal College semester other than those published by the College in advance. The Academic Calendar detailing the start and end dates for each semester per academic year will be shared with students at induction and will be accessible on the College website. Absences that may be accommodated are listed below.

#### 4.20.2 Sick Leave

Should a student be unable to attend classes due to illness, all students must:

1. Notify the College by emailing the Student Support Officer directly on the first day of sickness and each day of sickness thereafter. The Student Support Officer's name and contact details will be provided at induction but their email is [studentsupport@unihaven.ie](mailto:studentsupport@unihaven.ie).
2. Provide a medical certificate to the Student Support Officer on the first day of returning to the College after sickness. Upon receipt of the medical certificate, the sick

leave will be recorded on the college IT Systems/Servers and the student's attendance will not be affected by the period of the certified illness-related non-attendance.

Should no documentary evidence be provided or if the student does not email the Student Support Officer for each day of sickness, the student will be marked absent for the days that they are not attending classes.

#### 4.20.3 Illness of a Family Member

Should a student be unable to attend classes due to the serious illness of an immediate\* family member, the student must:

1. Request Illness leave from the College by emailing the Student Support Officer directly explaining the reason for requesting the leave. The Student Support Officer's name and contact details will be provided at induction but their email is [studentsupport@unihaven.ie](mailto:studentsupport@unihaven.ie).
2. Provide documentary support to student support regarding the family member's illness (e.g., medical certificate).
3. The Student Support Officer will discuss the leave request with the Programme Manager who will approve the leave if the supporting evidence is genuine.
4. Upon receipt of the required medical certificate, the illness leave will be recorded on the college IT Systems/Servers and the student's attendance will not be affected by the period of the certified illness-related non-attendance.

Should no documentary evidence be provided, the student can be marked absent for the days that they are not attending lessons.

*\*Immediate family members are defined by UniHaven as the spouse, parents, legal guardians, siblings or children of the student.*

#### 4.20.4 Bereavement

Students may be excused from classes in the unfortunate event of a bereavement in their immediate\* family. The student should:

1. Request leave from the College by emailing the Student Support Officer directly. The Student Support Officer's name and contact details will be provided at induction but their email is [studentsupport@unihaven.ie](mailto:studentsupport@unihaven.ie).

2. Provide documentary support to student support regarding the family member's illness (e.g., formal death notification).
3. The Student Support Officer will discuss the leave request with the Programme Manager who will approve the leave if the supporting evidence is genuine.
4. Attendance levels will not be affected in these circumstances, and the student will be placed on bereavement leave in the College IT Systems/Servers.

*\*Immediate family members are defined by UniHaven as the spouse, parents, legal guardians, siblings or children of the student.*

#### 4.20.5 Victim of Crime

Unplanned leave requests may be granted in the case being a victim of crime. Students may be excused from classes in the unfortunate event of a bereavement in their immediate\* family. The student should:

1. Request leave from the College by emailing the Student Support Officer directly. The Student Support Officer's name and contact details will be provided at induction but their email is [studentsupport@unihaven.ie](mailto:studentsupport@unihaven.ie).
2. Provide documentary support to student support regarding the family member's illness (e.g., Garda (Police) report of the incident).
3. The Student Support Officer will discuss the leave request with the Programme Manager who will approve the leave if the supporting evidence is genuine.
4. Attendance levels will not be affected in these circumstances, and the student will be placed on victim of crime leave in the College IT Systems/Servers.

#### 4.20.6 Supporting Evidence

Supporting evidence from a competent professional is essential to the granting of leave requests/accepting sick leave. Please attach any medical certificates or relevant documentation as appropriate. Submitted evidence is non-returnable. Where appropriate, please ask the professional providing supporting evidence to be as specific as possible in outlining the impact of your circumstances on your ability to attend class as expected.

Physical illness, to include injury, accident, or hospitalisation	Supporting original evidence must be supplied by a registered medical practitioner.
Family Illness	Supporting original evidence must be supplied by a registered medical practitioner.
Bereavement	Supporting original death notification evidence must be supplied.
Victim of crime	Supporting original evidence must be supplied by An Garda Siochana/Police.

#### 4.20.7 Non-excused Absences

Where a student's attendance is identified as a cause of concern, the following actions may be taken to address the situation.

- The teacher in the first instance will discuss any student whose attendance has fallen below 85%. This is the first informal approach to resolving the issue. Once the teacher has uncovered the issue, s/he will address it in conjunction with the Student Support Officer.
- Should the student's attendance not improve, the teacher will refer the matter to the Programme Manager who will meet the student to discuss the matter. The student will be given one week to demonstrate an improvement.
- If attendance does not improve, the Programme Manager will issue a first warning email to the student. The student will be given one week to demonstrate an improvement.
- Should the attendance continue to be at an unsatisfactory level, the Programme Manager will meet with the student and issue a second warning email. The student will be given one week to demonstrate an improvement.
- Should the attendance continue to be at an unsatisfactory level, the Programme Manager will again meet with the student and issue a final warning email. The student will be given one week to demonstrate an improvement.
- Following this, a failure to demonstrate an improvement in attendance may result in a meeting with the Academic Director to discuss grounds for expulsion. Should expulsion be necessary, the Academic Director will issue a letter confirming the

same to the student within 3 working days of this decision being made and the Irish immigration authorities will be notified.

#### 4.20.8 Attendance Decision Appeals

The expulsion decision made by the Academic Director may be appealed to the Appeals Board on the following conditions:

- Procedural irregularity which, had not occurred, might have impacted significantly on the validity of the original decision.
- New evidence that could not reasonably have been made available during the initial procedure that led to the Academic Director's decision.
- That the decision made was too severe when viewed in the overall circumstances of the case.

Appeal requests must be submitted to the Programme Manager no less than 5 working days following notification of the Academic Director's decision. The Appeals Board members will not include the Academic Director because s/he was involved in the process that led to the decision to expel them. The decision made by the Appeals Board will be final.

#### 4.21 Students with Disabilities

In the case of specific needs or an ongoing issue for students that may affect performance, the issue must be declared to Student Support Office as soon as practicable if it has not already been declared at the enrolment stage. The Student Support Officer will liaise with the student and the Academic Director. Appropriate mitigation will be considered in consultation with the Academic Director to investigate what supports can be made available as per the College Learner Disability Policy. The Student Support Officer is responsible for liaising with academic staff to ensure that any agreed support in respect of teaching, learning and assessment is made available. Adaptations of assessment for a student may be implemented and may include the following and/or other reasonable adaptations:

- Modified presentation of assignments/examination papers e.g., enlargements.
- Scribes/readers.

- Use of sign language.
- Practical assistants.
- Rest periods.
- Adaptive equipment/software.
- Use of assistive technology.
- Extra time.

#### 4.22 Students Who Are Minors/Children

The College will put in place specific arrangements for students who are classified under Irish law as children, i.e., aged under 18 years. Such students will be partnered with our guardian nominee company Godsil on the College's behalf, but the students' families/parents will sign their agreement with the guardian nominee company pre-enrolment, with the College only performing an introductory service. Students will enter the contract directly with Godsil for services provided and will pay Godsil directly for this guardianship service unless they have someone else who can play the role of guardian nominee instead, e.g., a relative living in Ireland. Godsil will be available on a 24/7 basis to ensure that you have a point of contact outside of the College in case you need it. Typical services provided include accompanying you to medical and visa appointments, emergency support and care, and general external student welfare support where someone may be needed to vouch for or accompany you.

Students are invited to talk to our Student Support Officer regarding any queries or issues involving minor students. Furthermore, Irish law has specific child protection rules that the company must enforce if anyone suspects that a child is at risk. See the College Child Protection Policy for full details.

#### 4.23 Late Arrivals

Students will be accommodated up to 3 weeks after the enrolment date. Students will get an individual induction and will be provided with academic support to get them up-to-speed with



the programme and pastoral support to help them to settle in quickly to the location, their accommodation, their class, and life in Ireland generally.

#### 4.24 Student Assessments – Extenuating Circumstances

The College is committed to a policy of reasonable accommodation to meet individual needs and to enable full access and participation for all students with specific needs or where exceptional mitigating circumstances temporarily prevent them from participating in the academic and/or assessment process. If you will or have missed an assessment or feel you cannot properly complete it because of one of the following reasons, complete UFORM024 Extenuating Circumstances Application Form Rev 1 in the Appendix.

##### 4.24.1 Disability

In the case of a specific learning challenges or any ongoing issue for you that may affect your academic performance, the issue must be declared to Student Support Office as soon as practicable if it has not already been declared at the enrolment stage...see UPOL007 UniHaven Student Recruitment and Admissions Policy Rev 2. The Student Support Officer will liaise with the student and the Academic Director. Appropriate mitigation will be considered in consultation with the Academic Director. All students granted reasonable accommodations on the grounds of disability will be dealt with as per UPOL018 UniHaven Learner Disability Policy Rev 1. The Student Support Officer is responsible for liaising with academic staff to ensure agreed supports in respect of teaching, learning and assessment are made available. Adaptations of assessment for a student may be implemented and may include the following and/or other reasonable adaptation that will be judged on a case-by-case basis:

- Modified presentation of assignments/examination papers e.g., enlargements.
- Scribes/readers.
- Use of sign language.
- Practical assistants.

- Rest periods.
- Adaptive equipment/software.
- Use of assistive technology.
- Extra time.

#### 4.24.2 Compassionate Consideration

You should seek advice and support offered by the College via the Student Support Officer in circumstances where an assessment is missed, or your performance may have been adversely affected. The following are examples of circumstances under which compassionate consideration may be given as judged on a case-by-case basis:

- A physical injury or emotional trauma during a period of four to six weeks previously.
- A physical disability or chronic or disabling condition such as epilepsy, glandular fever, or other incapacitating illness.
- Recent bereavement of a close family member or friend.
- Severe accident.
- Domestic crisis.
- Terminal illness of a close family member.
- Other extenuating circumstances.

In the case of missing an assessment deadline, you must notify the Teacher who will direct you to the Programme Manager who may arrange for an extension or advise you to apply for consideration of mitigating circumstances using UFORM024 Extenuating Circumstances Application Form Rev 1 in the Appendix. Where you have not communicated with College

staff at all a late penalty will be applied as described below.

In the case of an exam or assessment where you know in advance that they are going to miss the examination, you must apply to the Academic Director's office for authorised absence from the examination via a formal application for compassionate consideration using UFORM024 Extenuating Circumstances Application Form Rev 1.

In the case of missing an examination due to an unforeseen circumstance or being taken ill during an examination, then you must apply for compassionate consideration using UFORM024 Extenuating Circumstances Application Form Rev 1 as soon as you are well enough to return to the College.

Where a student is taken ill just before or during an examination the invigilator should be notified, and the circumstance recorded in the Invigilator's Report. You may fill out UFORM024 Extenuating Circumstances Application Form Rev 1 on your return. In all cases medical certification will normally be required – such certification must be issued by recognised practitioners and dated at the time of the illness and not be retrospective. Where you present at an examination, you have deemed yourself fit to take that examination.

In cases of an ongoing issue, you may apply for a leave of absence, a deferral or an alternative assessment or additional support in cases involving disability. An alternative assessment will be aligned to the same learning outcomes and be of the same standard as the original assessment. Leave of absence and deferrals will be handled using the Deferral Procedure in section 5.20.1.

To apply for consideration, you must follow the below process.

1. Fill out UFORM024 Extenuating Circumstances Application Form Rev 1 available on the LMS and in the Appendix and submit it to the Academic Director with all supporting documentation.
2. The form is screened for eligibility by the Academic Director who will decide its merits. The Academic Director and Programme Manager will meet to consider those

applications that the Academic Director has approved for compassionate consideration. They determine:

- a. If the circumstances presented were exceptional and may have affected performance.
  - b. The degree to which the performance may have been affected.
  - c. The actions are taken to mitigate the effect on performance.
3. The typical outcomes where a case is upheld are:
  - a. You can defer the examination or assessment subject to the implications of such a decision on your university progression options. Deferrals are not indefinite, students who defer an examination must take that examination at the next available sitting or apply to renew the deferral. The student's registration status must also be taken into consideration.
  - b. Penalties for late submission may be lifted or reduced - see Extensions and Late Submissions Section 5.13.3.
  - c. Consideration will be made in respect of borderline cases, where there is other evidence that the learning outcomes have been achieved.
4. If it is an eligible request, the form will be passed to the Exam Board. Where there is a suite of examinations at the same time, a student may not select to take some and present mitigation for others unless there were special circumstances.
5. In all cases the nature of the compassionate consideration is confidential, and the Exam Board is provided with sufficient information to discharge their duty.
6. The Programme Manager will note the decision of the Exam Board and inform you of the outcome.
7. The Programme Manager will liaise with the Academic Director to update the student records on the College servers/LMS. All applications for reasonable accommodations and compassionate consideration are recorded and an overall,

anonymised, analysis is included in the Academic Director's Examinations Report to AC.

#### 4.24.3 Extensions and Late Submissions of Assessed Coursework

You may apply for an extension to the deadline for an element of continuous assessment under the College's policy for extenuating circumstances. Extensions are considered only where the written application is submitted to the Programme Manager in advance of the deadline with supporting evidence as to why the extension is warranted (e.g., medical certificate). Extensions to coursework may be approved by the Programme Manager who will consult with the Academic Director as appropriate. Technical problems, such as computer failure or viruses, are not deemed legitimate reasons for late submission or non-submission of work. The only exception is if the assessment is to be submitted via the LMS (for formative assessments only) and it is not operating, in those cases, a report will be sent from the Programme Manager to the Academic Director to ensure students are not disadvantaged. If an extension has not been granted and work is submitted after the extended due date, late submission of assignments is penalised as follows:

- 10% penalty for assignments submitted within three calendar days of the submission deadline.
- 20% penalty for assignments submitted within one week (seven calendar days) of the submission deadline.

Later submissions, i.e., after one calendar week, will not normally be accepted. You are expected to retain a copy of all submitted coursework.

#### 4.25 Academic Misconduct Prevention

The College promotes academic integrity and is proactive in encouraging correct academic writing and research skills. All students are advised of the expectations concerning academic work submitted for assessment and are provided with access to services to support the development of appropriate academic skills. Also, we will use plagiarism detection software. We will provide teaching and tutor support to clarify exactly what is

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and what is not acceptable regarding referencing, gathering, and presenting information for assessments on our programmes to prevent any form of academic misconduct, all forms of which are unacceptable. Our Academic Misconduct Procedure which is outlined below is also available from the Programme Manager and will be published on our website/LMS.

You are advised that the College takes cases of academic misconduct very seriously and will apply penalties up to and including expulsion from the College with no right to return or entitlement to a refund. The College reserves the right to protect its reputation as an academic institution and will defend any legal challenge to the implementation of this policy and procedure and the outcomes of deliberations relating to academic misconduct. All assessment and examination tasks are to be entirely the work of the individual submitting them unless stated otherwise. Any assessments found to contain work the same as, or like, that of another student, past or present, will also be considered academic misconduct and the appropriate procedure will be applied and penalties determined as appropriate.

The following definitions will guide staff and students as to what a student is suspected of under the overall heading of academic misconduct:

- Cheating - examples of cheating include but are not restricted to:
  - Any form of communication with or copying from any other source during an examination/assessment.
  - Use of a third party for the completion or partial completion of an assessment e.g., a friend, family member or essay writing service.
  - Introducing any form of written or other material into an examination (including that stored electronically) other than that specified on an examination paper.
  - Use of mobile phone during an assessment or examination.
  - Forgery, alteration or misuse of College documents, records, or identity cards.

- Submission of false claims of prior qualification, research, or experience to gain credit for prior learning.
- Plagiarism - Plagiarism is defined as the presentation of work, written or otherwise, of any other person, including another student, or institution, as the candidate's own. Plagiarism includes but is not restricted to:
  - Verbatim copying of another's work without clear identification and acknowledgement.
  - Close paraphrasing of another's work by simply changing a few words or altering the order of presentation without clear identification and acknowledgement.
  - Unidentified /unacknowledged presentation of another's concept as one's own.
- Collusion – is defined as the conscious collaboration, without official approval, between two or more students in the preparation and production of work which is ultimately submitted by each in an identical or substantially similar form and/or is represented by each to be the product of his or her efforts. Collusion also occurs when there is unauthorised cooperation between a student and another person in the preparation and production of work, which is presented as the student's own.

Cases of suspected academic misconduct, i.e., the intention to secure an unfair advantage through dishonest academic practice in the assessment process, will be addressed through the below UniHaven Academic Misconduct Procedure. To deter students from considering academic misconduct as a low-risk option in cases where they feel failure is likely, in considering the penalty to be imposed the Academic Misconduct Committee should normally ensure that any penalty is more significant than having made an honest attempt at assessment and failed.

The College operates based on fairness and transparency, promotes academic integrity and seeks to ensure the validity and reliability of the assessment process. As a result, this policy will be applied consistently. The College will not condone or facilitate academic conduct that seeks to intentionally compromise our reputation as an academic institution and the

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standards of the programmes it offers. All students will be notified of the action to be taken in any instance of academic misconduct being suspected and the potential penalties that may be applied. This policy applies to all students.

The Academic Director is responsible for the implementation of this policy in respect of all cases brought to his/her attention and is also responsible for ensuring all Teachers are aware of the policy, of their obligations within it and how to act in cases of suspected academic misconduct. The Academic Director is responsible for determining whether an identified case of suspected misconduct warrants further investigation. Where a suspicion of misconduct is identified the policy must be applied promptly to ensure the interests of the student concerned and consideration of Exam Board requirements. You will be notified of any suspicion and of any proceedings where a matter is being investigated. Notification should be in writing and should normally be by email to your correspondence email address. You will be notified of their rights and provided with a link to or copy of this policy and its corresponding procedure along with any source material identified in cases of suspected plagiarism.

You have a right to attend a formal deliberating committee in respect of a case brought against you. Should you choose not to attend or participate the committee is authorised to proceed regardless. The College strongly encourages the attendance of students at applicable hearings held by the Academic Misconduct Committee. You are permitted to ask the Student Support Officer, your student representative or a support person (e.g. a close friend or family member) to attend the hearing with you. If you wish to have a legal representative attend, you must inform the College in advance and provide details such as name and relationship to you.

You are advised that the Academic Misconduct Committee is required to determine if, on the balance of probability, the misconduct occurred or not. In that regard, the College believes there is no justification for misconduct, and claims of stress, financial pressure, ill health, or other such instances will not be accepted as justification for academic



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misconduct. Equally, a lack of knowledge is not considered a suitable defence.

The College provides extensive information to all students on the regulations and their responsibilities within them. Dishonest conduct in the assessment will not be tolerated and you should look to alternative options in times of high pressure or uncertainty. Any student who believes they are subject to pressure that is impacting their studies and their ability to satisfy assessment requirements are advised to consult Student Support Officer or the Programme Manager or Teacher and request appropriate support or information on the options available to them. The College will retain a written record of each stage of proceedings. If it is found on the balance of probabilities that no offence has occurred, all records of the allegation will be removed and deleted from the student record.

#### 4.25.1 During the Examination Sitting

Any member of staff who suspects academic misconduct during assessment under examination conditions must report such suspicions immediately to the Programme Manager who will tackle the issue with you as follows.

1. The Programme Manager is required to approach you and ask them to step outside the examination hall. A second invigilator or staff member should be present for this.
2. The Programme Manager will:
  - a. Confirm your identity and confiscate your I.D card temporarily.
  - b. Explain the suspicions and reason for suspicion.
  - c. Note your response.
  - d. Remove any unauthorised material.
  - e. Advise you of the entitlement to complete the examination and confirm the requirement for you to report to the Academic Director immediately after the

examination concludes.

3. On returning to the hall, the invigilator is required to annotate the script clearly at that point. You are then permitted to finish the examination.
4. The Programme Manager is required to submit a full, written report on the incident to the Academic Director.
5. At the end of the examination, you must present yourself immediately to the Academic Director where you will be advised on the next steps in the case of suspected academic misconduct. You will have their ID card returned at this juncture, along with any personal items not deemed relevant to the investigation. The relevant script is corrected as normal.

#### 4.25.2 Suspected Academic Misconduct during Grading of a Student Assessment or Examination

Any Teacher or examiner who suspects academic misconduct during grading must report such suspicions immediately to the Academic Director. In making such a report the examiner is required to provide:

- A copy of the student submission.
- The mark sheet and feedback for the student are based on being marked as normal.
- Copies of all relevant evidence/documentation, supporting this suspicion.
- A completed copy of UFORM020 UniHaven Academic Misconduct Form Rev 1.

This should be done as soon as the academic misconduct is suspected, to allow for appropriate investigatory action and possible disciplinary proceedings in advance of the examinations and/or Exam Boards. Each student is entitled to the presumption of innocence and therefore the assessment must be marked as normal. The grade and feedback will not be released until such time as the allegation has been investigated and an outcome determined on the balance of probability. Where suspicion arises due to a report from

plagiarism detection software, the Teacher must first have reviewed and interpreted the report and made an informed judgement on whether it appears academic misconduct may have occurred. Information produced by the plagiarism detection software does not automatically equate to confirmation or evidence of plagiarism. Further guidance can be obtained from the Programme Manager.

#### 4.25.3 Procedures in Cases of Suspected Academic Misconduct

The Programme Manager or nominee reviews the Invigilator's report or the examiner's report and evidence to determine if there is a case of potential academic misconduct or whether it is academic impoverishment. If it is decided that there is an insufficient basis for a charge of academic misconduct, no further action is taken in the matter. If it is decided that there is a case to answer, the Programme Manager will arrange for the student to be advised of the allegation and requested to respond to the evidence and allegation put forward. You are entitled to the presumption of innocence and must also be afforded the right of response to any allegations throughout the below process.

1. You must be contacted and provided with the following:
  - a. Confirmation that an allegation of suspected misconduct has been received.
  - b. The origin of the allegation including the role of the individual making the allegation and the assessment concerned.
  - c. The report and evidence presented to support the allegation.
  - d. A copy of the Academic Misconduct portion of the UPOL015 UniHaven Assessment and Awards Policy or a link to it.
  - e. The right to respond.
  - f. The availability of support from the Student Support Officer.
  - g. The deadline by which a response must be received in writing.
  - h. Notification that failure to respond will result in the case proceeding anyway.
  - i. A warning that failure to admit any wrongdoing in the investigatory stage may result in more severe penalties should the allegation be proven at a later stage in the proceeding.

- j. Notification that penalties for academic misconduct are applied up to and including expulsion from the college with no right to return or entitlement to a refund.
2. You should be provided with a minimum of 5 working days to provide your response before any subsequent action is taken.
3. On completion of the investigatory stage, the Programme Manager is required to determine one of the following outcomes on the balance of probability:
  4. No offence has occurred.
  5. Your admission of the offence.
  6. Unresolved i.e., the evidence suggests there may be a case to answer but you have not admitted to any offence, intentional or otherwise.
  7. You must be notified of the outcome of the investigatory stage, and any associated actions, at the earliest opportunity and not normally more than 10 working days after the response deadline provided to the student.
  8. Where the Programme Manager finds that no offence has occurred the matter will be considered concluded, and the results will be authorised for release to you.
  9. Where the Programme Manager is dealing with the admission of the offence by you the following options apply:
    - a. For a first offence, a mark of 0%, the requirement to repeat the assessment, capping the module mark at 40% and capping the award as a Pass award will apply. You will also be obliged to attend and complete a course on Academic Writing and present your confirmation of completion to the Programme Manager within 4 weeks.
    - b. Any instances of a second or subsequent offence will be referred to the Student Disciplinary Committee. Students found to have committed multiple offences of academic misconduct will be subject to serious penalties up to and including withdrawal from the programme, with no entitlement to refund or readmission. To deter students from considering academic misconduct as a low-risk option in cases where they feel failure is likely, in

considering the penalty to be imposed the Programme Manager should normally ensure that any penalty is more significant than having made an honest attempt at assessment and failed.

- c. Where the matter is unresolved, the case is referred to the Student Disciplinary Committee. The Student Disciplinary Committee convenes once per academic term and before the meeting of the Exam Board or as required in respect of cases of Academic Misconduct. The Student Disciplinary Committee can be convened at the request of the Programme Manager outside of the regular schedule as required. For full details on the proceedings of the Disciplinary Committee and potential outcomes see the Student Disciplinary Procedure in section 4.26 below.

#### 4.26 Student Disciplinary Procedure

Student-related policies are communicated to students publicly on the website, on the College learning management system (LMS), and through this Student Handbook. The College's expectations of students concerning their general, academic, and personal conduct and behaviour will have been communicated in UDOC008 UniHaven Student Charter Rev 1. Both Handbook and Charter documents are provided to students at their induction. Academic Misconduct suspicions or allegations are dealt with under UPRO008 UniHaven Academic Misconduct Procedure Rev 1 and as outlined in section 5.14 with repeat offences being covered by this procedure. Attendance-related disciplinary issues are covered under UPRO011 UniHaven Attendance Monitoring Procedure Rev 1. Where allegations are made which suggest activity of child protection or criminal nature, the College reserves its right to refer the matter to Tusla and/or An Garda Síochána if it is considered appropriate to do so. In such instances, legal requirements under Irish law will overwrite duties and responsibilities of the College to the student concerning the privacy of their data under GDPR policies, if relevant...see UPOL019 UniHaven Child Protection Policy Rev 1 for full details on child protection reporting requirements.

All students must comply with College policies and with the expectations set out for

them in the College Student Charter. This is to ensure that a friendly and safe environment exists for all staff and students and one in which mutual respect is promoted for all. The College Student Disciplinary procedure is applicable where students are in breach of their commitments under this charter or breach of College student policies generally and to cover any other issue that warrants investigation and action, including gross misconduct. The College reserves the right to suspend a student who is suspected of gross misconduct whilst the investigation into the incident is being carried out. Investigations will be conducted on time to limit the academic impact on the student as much as possible. The College will inform the student in writing of their suspension in such situations.

The key steps in the disciplinary procedure are as follows:

1. An investigation will be carried out by the Programme Manager with a written report drawn upon completion. The report will detail the background to the case, the context applying, and the reasons why the matter needs to be dealt with formally.
2. This written report is forwarded to the College Student Disciplinary Committee where a hearing will take place to consider the matter. The full terms of reference for this committee are outlined in UniHaven Quality Assurance Manual, chapter 2, and no staff or external member can be a member of this committee that had any involvement in the matter under investigation and being heard. You will be called to attend this hearing when it sits.
3. You will be given 5 working days' notice in writing of the date of the hearing stating the need for you to attend and you will be given a copy of the findings of the initial investigation.
4. You have the right to be accompanied at the hearing by a member of staff or a fellow student or to have legal or translator representation and to present your case. If someone other than a member of staff or a student accompanies you, the College must be informed in advance of the hearing as to the name, role and purpose of this person attending the hearing. If you fail to attend or choose not to

attend the hearing, the hearing shall proceed in your absence.

5. Once a decision on the case has been reached, the Student Disciplinary Committee will apply a penalty appropriate to the offence committed or dismiss the allegation if it finds such allegations to be unwarranted. All hearings will be conducted sympathetically yet in a way that enforces the College policies and protects the integrity of the College.

#### 4.26.1 Appeals

The student is entitled to appeal the decision to the Appeals Board. In such cases, the application of the disciplinary penalty may be suspended pending the outcome of the appeal depending on the nature of the matter under consideration. For example, if a student was suspended for a misconduct complaint about being drunk and disorderly, their return to class pending their appeal may not be approved.

The result of a Student Disciplinary Committee may be appealed to the Appeals Board on the following conditions:

- Procedural irregularity which, had not occurred, might have impacted significantly the validity of the original hearing and the subsequent penalty.
- New evidence could not reasonably have been made available to the initial disciplinary hearing.
- That the penalty levied by the Student Disciplinary Committee was too severe when viewed in the overall circumstances of the case.

Appeal requests must be submitted to the Programme Manager no less than 5 working days following notification of the outcome of a Student Disciplinary Hearing. The decision made by the Appeals Board will be final.

#### 4.26.2 Penalties

Misconduct can be classified as either a minor infringement or a major infringement. Penalties will be appropriate to the category of misconduct that the student has been found guilty of.

##### Minor Infringement

Where a student is deemed to have committed a minor infringement, the Student Disciplinary Committee is permitted to impose any of the following penalties, either separately or in combination:

- A reprimand and a note on the student's file.
- A formal verbal or written warning issued by either the Academic Director or the Programme Manager and such warning will be kept on the student's file.
- An order for the reparation of any damage or loss, if relevant, caused to the College or any members of staff, students, or members of the public.

Where an adjudication deems that a student has committed a minor infringement, students will be given every chance to prevent a recurrence and will be supported by staff as relevant.

##### Major Infringement

Where a student is deemed to have committed a major infringement, the Student Disciplinary Committee is authorised to impose any of the following penalties, either separately or in combination:

- The expulsion of the student from their programme. This decision must be forwarded to the CEO at EMT before being implemented. Such a decision must also be notified to the Department of Justice for visa purposes.



- The student may be suspended from the college for a stated period, or until any requirements laid down by the Student Disciplinary Committee have been sufficiently addressed.
- The student may be excluded from specific College facilities.
- The student may be removed from examinations or assessments for a specific period.
- An order for the reparation of any damage or loss caused to the college or any members of staff, students, or members of the public.
- The student may be denied an award, certificate, prize, or any other academic-related award.

Again, students will be supported by staff where possible.

#### 4.27 Complaints Procedure

Despite our best efforts, you may have real cause for complaint about any aspect of student life with us in instances where we have not complied with our expectations as outlined in the College Student Charter. Complaints and grievances can be aired directly to any of our staff, via the student representative channel of communication, via student survey forms or through this Student Complaints Procedure. Such complaint channels will be publicised on our website and LMS. All complaints and subsequent actions will be recorded and stored on the College servers under the control of the Programme Manager.

This procedure applies to all registered students at the College. Students who have graduated within the previous academic year are also entitled to submit a complaint. It is the responsibility of any academic staff member in receipt of an informal complaint to investigate and respond to the student. All informal complaints are passed to the Programme Manager who is responsible for ensuring they are logged and securely stored on the College IT Systems/Servers. Regarding formal complaints, the Programme Manager is responsible for acknowledging student complaints, investigating them, and responding appropriately. Should the complaint be made against The Programme Manager, a member

of the College's Executive Management Team (EMT) is responsible for acknowledging student complaints, investigating, and responding appropriately under this procedure but if an EMT member is the subject of the complaint, another EMT member will investigate and handle the complaints process. All complaints will be treated confidentially with only those who need to know and/or who are needed to help the College to respond appropriately, including anyone who is the subject of the complaint, being informed.

Where allegations are made which suggest activity of child protection or criminal nature, the College reserves its right to refer the matter to Tusla and/or An Garda Síochána if it is considered appropriate to do so. In such instances, legal requirements under Irish law will overwrite the duties and responsibilities of the College to the student concerning the privacy of their data under GDPR policies, if relevant. In this sense, full confidentiality is not guaranteed in all circumstances.

#### 4.27.1 Informal Complaints Procedure

- 1 It is the responsibility of any staff member in receipt of an informal complaint to investigate and respond to the student. In the interests of efficiency and good management, students are encouraged to approach the staff member who is closest to the disputed matter in the first instance. This informal approach may be made in person or through written communication.
- 2 A member of staff who receives an informal complaint should undertake an investigation and then respond to the student within 5 working days. Records will be kept of all students' complaints by the Programme Manager on the College server where they are securely stored. Should a member of staff receive a complaint they may, if they feel appropriate, pass the complaint to a more senior member of staff but ensure that the student's confidentiality is maintained.
- 3 The response should give the student an indication of the outcome, providing explanations for the perceived problem or, if the complaint is justified, the actions are taken to remedy the problem. In some, relatively rare, cases, it may not be possible to

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rectify the matter to the benefit of the student who has complained. The complaint should be resolved to include implementation of any corrective action within a maximum of 20 working days from its receipt.

- 4 Notwithstanding that response, students may proceed to submit a formal complaint.

#### 4.27.2 Formal Complaints Procedure

The Programme Manager is responsible for acknowledging student complaints, investigating them, and responding appropriately all while maintaining student confidentiality. A student who is dissatisfied with the outcome of an informal complaint, or who does not wish a complaint to be handled informally, may proceed with a formal written complaint using UFORM010 UniHaven Student Complaints Form Rev 1. This will be made available on the College website.

1. The student will receive acknowledgement of receipt of the complaint from the Programme Manager within 3 working days. The complaint will be investigated and assessed by the Programme Manager.
2. The Programme Manager or EMT member will present a written report to the Academic Director suggesting recommendations to resolve the issue within 10 working days of the complaint being received. If the nature of the complaint necessitates longer investigation periods, the timelines for investigating and reporting to the Academic Director must be notified to the student within this same 10 working day period but not be any longer than an additional 10 working days.
3. Once approved by the Academic Director, the outcome of the complaint with any corresponding action for implementation and follow-up outlined will be communicated to the student within 5 working days of the report being received by the Academic Director.
4. The complaint should be resolved within a maximum of 60 working days including the implementation of any corrective actions.
5. The student has a period of 14 working days in which they must respond.

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#### 4.28 Student Data

You will be informed in advance of programme commencement via this handbook on how your personal data will be used and stored when engaging with online learning platforms and while studying at the College generally. Data collected will be used for administrative purposes such as student registration, attendance recording and academic performance. Your data will also be collated through our LMS to monitor student engagement levels, learning effectiveness and academic progress. This data may be shared with our Higher Education Institution (HEI) partners when you progress to your chosen university once the College pathway has been successfully completed. In this context, you should be assured that the analysis of your learning is designed to benefit you as a student and not something to be feared.

Greater detail on the use of student data can be found in the College Data Protection Policy which outlines how student data is collected, treated, and retained and how students may access their data. It is supported by the College Privacy Policy, Data Retention Policy, Data Security Policy and Learning Analytics Policy, the latter specifically describing in greater detail how student learning-related data is used. See also the Data Protection Notice for UniHaven Students in the Appendix for a summary of the key data protection elements.

#### 4.29 Social Programmes

To enhance your study abroad experience in Ireland, we will organise an appropriate range of local and national cultural, sporting, historical and entertainment activities that expose you to life in Ireland, past and present. These activities are a great way to get to know more about your classmates and make friends during your time at the College. These activities will be supervised by a staff member who will be Garda vetted as per our Garda Vetting Policy.



### 4.30 Student Retention

Through a mixture of our entire range of supports, we hope that you will complete your programme successfully. However, we recognise that issues do arise from time to time. Where appropriate, we will support and encourage you to stay engaged with your programme. If you decide that staying on our programme or in Ireland is not in your best interest, we will facilitate such decisions through the implementation of our Withdrawals Procedure or our Deferral Procedures as outlined below.

#### 4.30.1 Deferrals

For various reasons, a student may be unable to start their course of study at UniHaven as planned. An applicant who has received an offer but does not wish to take up their place may apply for a Deferral of Admission. The purpose of this procedure is to guide a student wishing to defer their UniHaven course to a later start date. The form required to execute this procedure is UFORM009 UniHaven Student Deferral Form located in the Appendix. While the College will strive to honour deferral requests, programme deferrals are at the discretion of the College. Deferrals may not always be a realistic option as the programme

may change or be retired. Programme content and assessments may also be updated.

Deferred place offers will expire within one year because of the need for applicants to prove English language competency at the admission stage that is less than 2 years old. Deferred applicants can re-enrol subject to programme availability and capacity at the postponed date. This deferral procedure sets out the guidelines for students wishing to defer from their programme of study.

#### Before Programme Commencement

1. Students should complete and submit the Student Deferral Form to the Academic Director no later than 4 weeks before the start date of the programme. Deferrals are not considered within this 4-week period or thereafter.
2. Deferral requests will be reviewed by the Academic Director.
3. Students will be notified of the deferral decision by email within 10 working days of request submission.
4. Where deferrals are granted, fees paid will remain paid, will not be refunded, and will be used for the deferred year's study other than in situations outlined in the fees and refunds policy as outlined in section 8.

#### After the Programme Start date

1. Should you wish to defer your place after starting your UniHaven programme you should do so by week four of the programme start date. Students should complete and submit the Student Deferral Form for review by the Academic Director.
2. Students will be notified of the deferral decision by email within 10 working days of request submission.

3. Students should refer to UniHaven Fees and Refund Policy published on the College website for details on if and how they can obtain a refund in these circumstances.

#### 4.30.2 Taking Up a Deferred Programme Offer

To take up a deferred place offer, students should contact the Recruitment and Admissions Office.

- This option is only available to students up to 4 weeks before the start of the programme and no later.
- The request will be evaluated as a non-standard entry by the Academic Director as per UPOL007 Student Recruitment and Admissions Policy Rev 2.
- Decisions regarding a deferred place offer will be communicated to the student via email by the Recruitment and Admissions Officer within 10 working days of request submission.

#### 4.30.3 Withdrawals

Every student will be helped to achieve their educational goals. However, on occasion, it may be in the best interest of the student that they withdraw from their programme before the end of the programme. This may be because of a need to go back to their home country, because of illness, or for other relevant reasons that may lead a student to the conclusion that withdrawing is in their best interest despite alternative College options such as deferring, delaying due to extenuating circumstances and so on. The Academic Director is responsible for evaluating and approving withdrawal requests. It is the responsibility of the Programme Manager to then update and amend student records.

- If you are considering withdrawing from your course you are encouraged to meet with your Teachers and/or Programme Manager to discuss their situation before withdrawal but this is not mandatory. It is the responsibility of the Teachers/Programme Manager to provide advice and support to help you you're

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your decision and doing so in a way that avoids you feeling guilty or pressurised no matter what decision you ultimately choose.

- If you are considering withdrawing, the College will:
  - Offer you support and advice.
  - Seek to resolve any issues that are causing consideration for withdrawal.
  - Discuss the different options available to you including a leave of absence.
  - Guide you through the steps necessary should they wish to proceed.
- It is your responsibility to ensure that you are aware of the implications of withdrawing from the programme before doing so.
- If you are certain of your decision to withdraw, you should complete the UniHaven Student Withdrawal Form Rev 1 in the Appendix.
- You will not be considered withdrawn from the College until the form has been received and reviewed by the Academic Director.
- You will be notified of confirmation of withdrawal within 10 working days.
- Following the withdrawal, you will no longer be registered as a College student.
- Refunds will only be issued in certain circumstances. Details of refund procedures are outlined on the College website.
- UniHaven will retain a record of all student withdrawals as per the UniHaven Data Retention Policy.

## 5. After Students Leave UniHaven

Once students move on to university, we aim to, with your permission, stay in contact with you. We wish to continue remote support without overstepping the mark regarding what your university might provide to you, and we will seek to use a sample of our students as student ambassadors and for future marketing purposes subject to complying with data protection legislation.



## 6. General Student Regulations

Students must adhere to the following policies and procedures, many of which have been referenced or included in this handbook with links also available on our website and LMS.

- Student Charter.
- Recruitment and Admissions Policy.
- Fees and Refund Policy.
- Assessment Policy.
- Student Support Policy.
- Learner Disability Policy.
- Child Protection Policy.
- Learning Analytics Policy.
- Blended Learning Policy.
- Data Protection Policy.
- Pandemic Case Handling Procedure.
- Assessment Procedure.
- Academic Misconduct Procedure.
- Student Complaints and Disciplinary Procedure.
- Attendance Monitoring Procedure.
- Data Subject Access Request Procedure.
- Data Security Breach and Reporting Procedure.

## 7. Fees, Refunds and Payments

### 7.1 Fees

Fees are published on the College website and are subject to change. Fees for the 2023 September intake as of March 2022 are quoted in euros below – any subsequent changes will be immediately notified to students in advance of any payments:

- Mandatory student fees include (some may be banded together when promoting the programme)
  - Tuition fees – 15000 euros.
  - Registration including Learner Protection fees and HEI Partner Progression Fees - 1500 euros.
  - Medical insurance fees - 150 euros.
  - Examination fees - 300 euros.
  - Fees for programme books, online resources, online study platforms and so on - 200 euros.
  - Administration fees as relevant to some College procedures should you wish to engage with these procedures such as admission appeals, assessment reviews/rechecks, rebooking fees etc. - 50 euros each.
- Optional additional fees include fees for support services to include:
  - Airport transfers - 100 euros.
  - Accommodation arrangements where UniHaven College arranges and pays for your first month's accommodation - 900 euros.
  - Guardian nominee services for students who will need this service if they are aged 17 years or younger on the enrolment date – 595 euros for the first month and a monthly fee of 145 euros for each subsequent month until you turn 18 and is payable directly to our guardian nominee provider, Godsil Education. See [www.gosdil.ie](http://www.gosdil.ie) for the full range of services available to you

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and all services will be agreed upon with Godsil directly, not with UniHaven College.

## 7.2 Refunds

The College will refund students under certain conditions as outlined below. You are invited to contact the recruitment and admissions office by emailing [studywithus@unihaven.ie](mailto:studywithus@unihaven.ie) if you have any queries over refunds.

- Should a programme not go ahead as planned, an applicant will be offered a full refund with no administration charge.
- Should a student have received an entry visa refusal, a full tuition fee refund will be given less an administration charge of €300.
- Should a student decide more than four weeks in advance that they do not wish to take their place on their course, a full tuition fee refund will be given less an administration charge of €300.
- Should a student decide less than four weeks in advance that they do not wish to take their place on their course, no refund will be given unless the student can provide evidence of extenuating circumstances e.g., a medical certificate.
- Where a student decides to withdraw from the programme for any reason once the programme has commenced, no refund will be paid unless the student can provide evidence of extenuating circumstances e.g., a medical certificate.
- If the College is unable to complete the programme, refunds will be dealt with as per UPOL002 UniHaven Learner Protection Policy Rev 1.

Refunds will not be provided in the following circumstances:

- Where an offer was made based on incorrect or incomplete information being supplied by a student, having registered at the College.
- Where a student whose entitlement to attend the programme is terminated due to academic misconduct. Students found to have been guilty of academic misconduct will be subject to serious penalties up to and including withdrawal from the

programme...see UPRO008 Academic Misconduct Procedure Rev 1. In such cases, that withstand an appeal, there will be no entitlement to a refund or readmission.

- Where a student is in breach of government regulation or rules governing his/her student or study status in Ireland.
- Where a student is convicted of a criminal offence in the jurisdiction of the Republic of Ireland.
- Where a student who, after an investigation, has been expelled for absenteeism or disciplinary reasons. Students must pay the full cost of any damage they cause to property, whether at the college, their accommodation or elsewhere should they be found guilty of causing such damage. In such cases, that withstand an appeal, there will be no entitlement to a refund or readmission.
- Programme withdrawals are dealt with as per section 4.30.2.

To apply for a refund,

- Submit a Refund Request Form to [studywithus@unihaven.ie](mailto:studywithus@unihaven.ie) together with supporting documentation as listed below. A copy of this form is in the Appendix.
- Where the applicant is requesting a refund based on a visa refusal or failure to meet entry requirements, a refund will only be processed once all supporting evidence has been provided to the College as follows.
  - Visa refusal
    - Visa refusal letter from Irish Immigration.
    - Payment confirmation receipt(s) from the originating bank account (sometimes called \*Swift Receipt or \*MT103).
    - College payment receipt(s).
  - Fail to meet English language/academic requirements
    - English language certificate or academic documents.

- Payment confirmation receipt(s) from the originating bank account (sometimes called \*Swift Receipt or \*MT103).
- College payment receipt(s).
- All other reasons
  - Payment confirmation receipt(s) from the originating bank account (sometimes called \*Swift Receipt or \*MT103)
  - College payment receipt(s).
  - Payment confirmation receipt(s) must show the originating bank details. If not, we will require a copy of the bank statement for the account showing the payment to UniHaven.

Refunds are processed by the College within 20 working days from receipt of a complete refund request and supporting documents. Refunds will only be paid to the originating bank that was used for the initial payments.

### 7.3 Payment Collection

Payments for the College programme and associated fees are to be made through. Payments for UniHaven programmes can be paid using our preferred payments platform called GlobalPay for Students provided by Convera/Western Union, a secure third-party provider of payment services that has a network of local banks/accounts globally and is fully GDPR compliant. This simple, secure platform allows you, your parents, or sponsors to pay in your local currency via bank transfer, or by using a wide range of local online payment options including Alipay, UnionPay, India Bank Transfer and more without incurring any transaction charges. Gain peace of mind that your payment will arrive in full with our preferred payment service today. Benefits of using GlobalPay for Students:

- Pay fees and deposits in your local currency.
- Avoid costly fees and international foreign exchange charges from your bank.

- Secure, intuitive, and mobile-friendly interface for a seamless payment experience.
- Pay online via popular options including bank transfer, or eWallet.
- Track your payment status by SMS and email.
- Get price and payment options upfront with a price comparison tool.
- If you find a cheaper quote from your bank, we will match it with their Price Promise Guarantee.
- Multilingual platform available in 10 languages.
- Access 24/7 live chat on the platform or contact our team: [studentsupport@convera.com](mailto:studentsupport@convera.com).

You can make a payment using the link on the College website and as directed in your College Conditional Offer Letter. Payments can also be accommodated by direct bank transfer. No cash payments are acceptable. Should you wish to do so, please email [studywithus@unihaven.ie](mailto:studywithus@unihaven.ie) and we will help you to make the direct transfer payment.

#### 7.4 Non-Payments

Non-payment of fees may result in you being expelled from the programme. Students who have not paid their fees within one calendar month of the date by which they should have paid, which will have been communicated in advance, will be emailed by the College to request immediate payment. The exception to this is where sponsors have paid on students' behalf in which case they will be emailed instead. If fee requests are ignored and become non-payments, students may be expelled as a result. Such decisions will be made by the College's Executive Management Team and are final.

#### 7.5 Late Payments

The relevant student/parent/guardian/sponsor will be emailed to request immediate

payment. If the fees are not paid on time, then they will be classified as non-payments and dealt with as above. Should get into financial difficulties, please contact the Student Support Officer and the Academic Director will assess your situation to see how best we can help you.

## 8 Additional Information

### 8.1 Bank Accounts

All registered students at the College will need to open a bank account in the Republic of Ireland for ease of purchasing whatever they need when in Ireland but also as part of visa registration to show proof of enough funds to sustain themselves when in Ireland. Therefore, students should open a bank account as soon as possible after arrival. However, this may only be done if you hold a valid UniHaven Student ID Card plus proof of address plus a copy of your passport with your Garda stamp attached. Our Student Support Officer will provide you with a student ID card when you start studying at the College and will help you to secure your proof of address from your accommodation provider. It is not possible to open a bank account from overseas. Our preferred bank partner is AIB bank in Maynooth. We will help you to open an account with them which can be done via their online App or in person in the bank in Maynooth.

Ireland has a modern financial system and banking is simple and convenient. Visa and Mastercard are also widely used, but American Express and Diners cards may not always be accepted. Banks in Ireland generally open around 9.30am and close about 4.30pm Monday through Friday. Banking costs vary; however, many banks offer special student rates or even 'free banking', so it is well worth shopping around before opening an account. The main banks are Bank of Ireland and Allied Irish Bank with online banks such as Revolut becoming more popular and more accepted as normal payments means for shopping and retail purchases.

### 8.2 Currency

The currency used in Ireland is the Euro. This currency is used in many countries throughout Europe that are in Europe's monetary union. See below some approximate currency exchange rates as of June 2022 that should be taken as a reference guide only (taken from <https://www.iban.com/exchange-rates>).



































































SEND MONEY

RECEIVE MONEY

EURO CURRENCY EXCHANGE RATES

Currency	Currency Name	Exchange Rate = 1 EUR	Convert
 USD	US dollar	1.0431	
 JPY	Japanese yen	140.49	
 BGN	Bulgarian lev	1.9558	
 CZK	Czech koruna	24.703	
 DKK	Danish krone	7.4392	
 GBP	Pound sterling	0.86328	
 HUF	Hungarian forint	357.96	
 PLN	Polish zloty	4.6690	
 RON	Romanian leu	4.9427	
 SEK	Swedish krona	10.6278	
 CHF	Swiss franc	1.0435	
 ISK	Icelandic krona	137.50	
 NOK	Norwegian krone	10.3868	
 HRK	Croatian kuna	7.5245	
 TRY	Turkish lira	18.0465	
 AUD	Australian dollar	1.5051	
 BRL	Brazilian real	5.3164	
 CAD	Canadian dollar	1.3498	
 CNY	Chinese yuan renminbi	7.0013	
 HKD	Hong Kong dollar	8.1883	
 IDR	Indonesian rupiah	15361.97	
 ILS	Israeli shekel	3.6007	
 INR	Indian rupee	81.5142	
 KRW	South Korean won	1346.86	
 MXN	Mexican peso	21.4763	
 MYR	Malaysian ringgit	4.6037	
 NZD	New Zealand dollar	1.6706	
 PHP	Philippine peso	55.627	
 SGD	Singapore dollar	1.4519	
 THB	Thai baht	36.529	
 ZAR	South African rand	16.7111	

### 8.3 Electricity/ Voltage

The electrical current in Ireland runs at 230 Volts AC. Any electrical appliances which you may have brought from your home country must have the appropriate adapter fitted.

## 8.4 Shopping

The main supermarkets in Ireland are Dunnes Stores, Tesco, SuperValu, Lidl and Aldi. Prices in each can vary so it is important to shop around before deciding which store offers the best value. You should also be aware, that all shops in Ireland charge 22 cents for a regular plastic bag. Stronger reusable bags can also be purchased. You should remember to bring your bags each time you go shopping. For clothing and household items, the best value shops include Pennys, Dunnes Stores and Dealz. Some cheaper options can be found in second-hand shops, charity shops and market stalls.



**DUNNES**  
STORES



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## 8.5 Bank/Public Holidays

Bank Holidays/Public Holidays occur at various times during the year. There are nine bank holidays every year which are listed below. UniHaven College is officially closed on these days. Many businesses also close on these days, however, some shops, restaurants, pubs etc. will remain open.

- New Year's Day – January 1<sup>st</sup>.
- Saint Patrick's Day – March 17<sup>th</sup>.
- Easter Monday – varies.
- May Day – first Monday in May.
- June Bank Holiday – first Monday in June.
- August Bank Holiday – first Monday in August.
- October Bank Holiday – last Monday in October.
- Christmas Day – December 25<sup>th</sup>.
- St Stephen's Day – December 26<sup>th</sup>.

## 8.6 Working While studying in Ireland

During term time non-EEA Students on a Stamp 2 visa can work up to 20 hours per week and non-EEA Students can work on a full-time basis up to 40 hours per week during normal college holiday periods.

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## 9 Student Wellbeing

### 9.1 Safety

Ireland is generally considered safer than many other countries in the world. However, while unlikely, there could be incidents of petty theft and burglary, so we advise you to take appropriate precautions.

- Take care of personal belongings when in crowded areas, shops and when out socialising.
- Do not carry large amounts of cash when out and about. Bring just what is required for the day.
- Take care when withdrawing money from ATMs around the city. If possible, use the machines at the bank premises or inside a store rather than from those on the street.
- Laptops and other valuable items should be kept in a secure place out of view in your accommodation when you are not there.
- Do not walk alone in unfamiliar areas at night. We advise you to use the bus, train or taxis to return home.
- It is not a legal requirement for students to carry your passport or ID card in Ireland. However, some students like to carry a photocopy and leave their passport at home.
- When cycling, students should make sure to use a strong and secure lock when leaving their bicycle in public spaces. Ensure that the bike has lights and wear reflective clothing when cycling at night. Cyclists are also obliged by law to wear a cycle helmet.
- If you are the victim of a burglary, you should report the incident immediately to the nearest Garda station and ask for a written record to be taken.

## 9.2 Emergency

***Police (Garda), Fire, Ambulance Emergency telephone number: 999 or 112***

### Student Offsite Emergency

The College will provide minor students with a Guardian Nominee provider who will act as emergency support with contact details being provided to students on entering into agreements with them. Whether a minor student or not, all students will have access to the College emergency number – i.e., +353899877890, that will be provided to students at induction. If you need any help outside of hours, the out of hours emergency phone is always carried by one of our staff. Please ring this for any need that cannot wait until the following day to be sorted.

### What to Do if an Emergency

In the event of an emergency where you feel your health or wellbeing are threatened to such an extent that you need an instant response or you feel you are in danger or you have been the victim of an assault or crime, you should dial 999 or 112 which will each put you through to an operator who will ask you questions to understand how best to help you. They will then direct you to the relevant people to help which could be some or all medical emergency personnel, ambulance, doctor, Garda/Police Officer or other form of help. These calls are free of charge from any phone and will work even if the phone is out of credit or out of service range for the network provider. Any Garda (police) station can be contacted to report an incident.

If you are able to, please also contact the College emergency number +353899877890 to set in motion the following College procedure:

1. The staff member who has the phone will notify the Academic Director. The Academic Director will be the College liaison person to deal with the student's family, to be the point of contact for any medical or other investigation or calls for information that is essential to help the situation and as agreed with the student and his/her family. The Guardian Nominee provider will work with the Academic

Director in this context for minor students in their care. Should the Academic Director be unavailable, the CEO (first) or Programme Manager (second) will step in.

2. The Academic Director will travel to the site where the emergency has occurred.
3. S/he will meet the student to see if they are OK and will liaise with the emergency services, Garda/Police, hospital staff or other relevant personnel to help the student in whatever way is appropriate and possible. If the student cannot be spoken to for whatever reason, s/he will get as much information as possible from those present.
4. S/he will then contact the student's family/guardian/relatives based on the information provided by the student at registration and brief them on the situation.
5. S/he will also brief the CEO as soon as is possible so that s/he can help to manage any media or other contacts/communications that may be necessary and to trigger release of funds from the College's student emergency funds to provide financial assistance if relevant.

## Appendix

### UFORM013 Assessment Appeals Request Form Rev 1

*Students appealing an assessment result must complete Section A and Section B only.*

A: Details of the appellant			
Contact information			
Student Name		Student ID	
E-mail Address		Phone Number	
Programme		Stage	
Attempt at resolution – provide details			
Have you attempted to resolve your difficulties through the Programme Manager	Yes	No	
Please give details of what steps you have taken to resolve your difficulties			
Support to Appeal			
If called, would you wish to present your case in person to the Assessment Appeals Committee?	Yes	No	
If called, would you wish to be accompanied	Yes	No	

by a member of the College community?		
IF YES, please state name:		
List any witnesses from the College community you may wish to Committee to call in support of your appeal.		
B: Details of your appeal		
Grounds for appeal		
Please indicate which one of the only two grounds upon which your appeal is made:		
Procedural irregularity: Substantive irregularity in the conduct of the assessment process, or where the Academic Regulations have not been properly implemented.	<input type="checkbox"/>	
There were extenuating circumstances of which the Exam Board was aware but had rejected because the application was late and the Exam Board did not consider the reason why the application was late to be valid, or a prior circumstance emerged of which the Exam Board was not aware.	<input type="checkbox"/>	
Please give details of why you consider you have grounds for an appeal.		



Additional information and documentation

Please provide any additional information, and list any items attached to this appeal form, such as a medical certificate or other supporting documents.

Outcome sought

What outcome do you seek because of submitting your appeal?

Declaration

I have read the Assessment Appeals Policy, and I wish to submit my appeal on the grounds indicated above.

Appellant's signature

Date

C: Appeal Administration		
Received by Academic Director		
Date received by Academic Director	Date	
Supporting documentation included	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Academic Director accepts the appeal	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Signature of Academic Director		Date:
Appeals Board		
Date of Appeals Board Decision	Date	
Decision of Appeals Board		
Name of Appeals Board Chair		
Signature of Appeals Board Chair		

## UFORM024 Extenuating Circumstances Application Form Rev1

This form should be used if you wish to submit medical documentation or highlight any personal circumstances (such as bereavement or other difficulties) to be considered by the relevant staff of the College, which may then be brought to the attention of the Exam Board.

### Personal Details

First Name	
Surname	
Email Address	
Phone Number	
Course Title	

### Details of Extenuating Circumstance

Any information given will be held in the strictest confidence.

Dates affected by the circumstance.

From: \_\_\_\_\_ To: \_\_\_\_\_

Please identify each of the assessments/ examinations which have been affected by the extenuating circumstance. Use a separate row in the table below for each module affected.

Module	Assessment Type	Due Date


Have you already made the College aware of these special circumstances?

Yes ☐

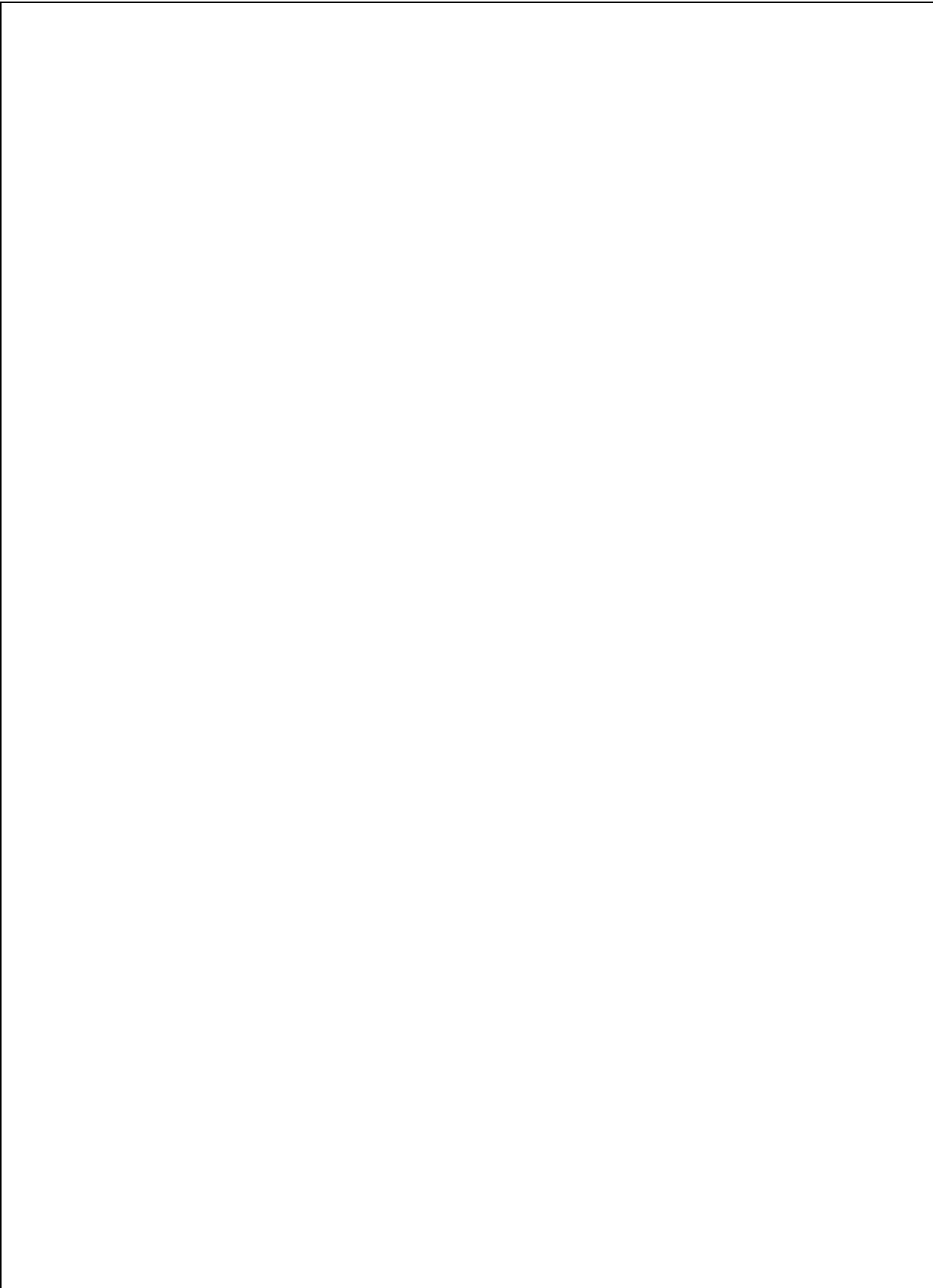
No ☐

If yes, please explain what action they have taken or suggested in relation to each module:

Module	Suggested action/ action taken

Please outline the nature of the extenuating circumstance and how it has impacted on your performance, ability to meet deadlines or your attendance at an assessment/examination.

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## Supporting Evidence

*Supporting evidence from a competent professional is essential to the submission of this form. Please attach any medical certificates or relevant documentation as appropriate.*

Submitted evidence is non-returnable. Where appropriate, please ask the professional providing supporting evidence to be as specific as possible in outlining the impact of your circumstances on your ability to meet the demands of your academic programme.

Please indicate which best describes your extenuating circumstance:

Physical illness, injury, accident, or hospitalisation	Supporting original evidence must be supplied by a registered medical practitioner.	
Family Illness	Supporting original evidence must be supplied by a registered medical practitioner.	
Bereavement	Supporting original evidence must be supplied.	
Other personal or emotional circumstances	Supporting original evidence must be supplied by a registered medical practitioner.	
Victim of crime	Supporting original evidence must be supplied by An Garda Síochána/Police.	
Other	Supporting original evidence must be supplied.	

## Declaration



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I confirm the above information is accurate to the best of my knowledge.

Student signature \_\_\_\_\_

Date \_\_\_\_\_





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Official Use Only

Extenuating circumstance form received: ☐

Supporting Evidence received: ☐

Academic Director signature \_\_\_\_\_

Date \_\_\_\_\_

Extenuating circumstance form approved:

Yes ☐

No ☐

Resolution agreed upon:

Date student was informed \_\_\_\_\_

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## UFORM010 Student Complaints Form Rev 1

This form is to submit a Formal Complaint. Complaints must relate to a specific concern or issue related to an academic programme and/or the actions of a member of staff. Wherever possible, the College would wish to see any complaint resolved as close as possible to the disputed matter and informally where possible. The following procedure should apply where this has been investigated and found to be not possible or when you believe you wish to or need to make a formal written complaint. The form should be completed in full; any supporting documentation should be attached securely. You are also advised to retain copies of all documentation.

Full Name:	
Address for Correspondence:	
Phone Number:	
Email:	
Programme Title:	

### The Complaint

Please outline the main points including times, dates, and nature of the incident. Please provide any evidence in support of your complaint and the names of the individual(s) involved. Please detail any attempts to reach an informal resolution.

--

**Outcome Desired**

Please detail how you believe your complaint could be resolved.

## Declaration

By signing this below you agree that:

(a) I understand that the details of the complaint will be provided to the person against whom you have made the complaint, if relevant to a person, and may be provided to other individuals as well as the recipient of this form on a confidential basis. Disclosure to other individuals will be on a strictly 'need to know' basis where it is deemed necessary by the investigator. I understand that it is usually not possible or appropriate to maintain full confidentiality in all circumstances for reasons outlined in UPRO010 UniHaven Student Complaints and Disciplinary Procedure Rev 1.

(b) This form contains an accurate description of my complaint.

<p>Signed: _____ Date: _____</p> <p>Student</p>	<p>Signed: _____ Date: _____</p> <p>Programme Manager/Academic Director</p>
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## UFORM007 Student Withdrawal Form

Before filling in this form, please discuss your decision to withdraw with your Teacher and/or Programme Manager. We want you to make the right decision for you.

By signing this form, you are informing Unihaven College that you wish to withdraw permanently from the programme.

### Personal Details

Full Name:	
Address for Correspondence:	
Phone Number:	
Email:	
Programme Title:	
Date of Withdrawal:	

### Reasons for Withdrawal

Please indicate the reason for your withdrawal

1: Employment		2: Medical	
3: Financial		4: Did Not Like Course	
5: Other Reason		5: Not suited to course	

Please give a brief statement on your reasons for withdrawal

#### Declaration

I confirm that I am aware of options available to me other than withdrawal and that I am aware of the implications of withdrawing from my programme of study, including the non-refund of my fees.

Signed:

\_\_\_\_\_ Date: \_\_\_\_\_

Student

Signed:

\_\_\_\_\_ Date: \_\_\_\_\_

Staff Member

## UFORM009 Student Deferral Form

Full Name:	
Address for Correspondence:	
Phone Number:	
Email:	
Programme Title:	

### Deferral Details

Please provide details of the reason for your deferral request.

### Declaration

By signing this document, you believe all information provided to be true and you have sought and been given clarity as to the implications of your decision to defer with regard to academic, progression and non-refund consequences.

<p>Signed:</p>   <p>_____ Date: _____</p> <p>Student</p>	<p>Signed:</p>   <p>_____ Date: _____</p> <p>Staff Member</p>
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## Data Protection Notice for UniHaven Students

This privacy notice explains how the College collects, uses, and shares your personal data. It also explains your rights to the personal data we hold. The data held by the College is collected from a range of sources including the previous education providers, Agents and directly from yourself during the application and registration process. During your studies, additional information is added to your record. The College may share information between different internal departments for operational reasons as is necessary and proportionate for the purposes intended. The College is the data controller and all personal data that it holds, and processes are subject to data protection legislation.

### What information do we collect about you?

The types of personal data held by the College include, inter alia:

- Student ID number.
- Name, date of birth, country of birth, nationality, and telephone numbers.
- Address.
- Email address.
- Next of kin/emergency contact details.
- Details of previous examination results.
- Schools/colleges attended.
- Course application details.
- Image in digital photography for ID card.
- Financial information (including details of funding and fees paid and outstanding)
-



- Bank details, including IBAN, BIC, name of bank/building society (where applicable).
- Grants and fees information.
- Academic history, results, and awards.
- Attendance records.
- Engagement with the College's virtual learning environment activity and use of facilities such as the library.
- Disability information disclosed that may have an impact on your studies.
- Gender.
- Nationality.
- Disciplinary records.
- CV (if provided by you).
- Image photography/filming for classes with a blended learning component and marketing purposes (with your explicit consent).
- Exam scripts, projects, and other assessment materials.

### How do we use the information about you?

The College holds your personal data to implement and manage services and processes relating to your admission, registration, teaching and learning, examinations, graduation, and other services such as student support services. Without this information, the College would not be able to provide its services. The College only obtains and processes information required for these purposes. Under data protection law, we are required to ensure that there is an appropriate legal basis for the processing of your personal data, and we are required to let you know what that basis is. The primary legal bases that we use are:

- processing that is necessary for the performance of our contract with you.
- processing that is required under applicable law.
- processing where we have your consent.

Where the processing of your personal data is based on you providing consent, you may have the right to withdraw consent at any time by contacting the department or service who obtained that consent, or the College's Data Protection Officer at [dpo@unihaven.ie](mailto:dpo@unihaven.ie).

### The purposes for which the College may process your personal information include

- To administer your academic programme, record academic achievements and determine/record your overall award outcome.
- To support you in your studies i.e., we may use information you have given us (e.g., disability) and information we collect about your engagement with services (e.g., College LMS) to identify students who require additional support or specific services and enable analytics for reporting purposes (such as student progress and academic performance)
- To administer your student financial obligations (e.g., payment of fees)
- To identify you and enable you to access resources employing your ID card. This may include the production of class lists with student images for use within the College Learning Management System, i.e., LMS)
- To enable effective communication with you.
- To manage College facilities and services including computing, library etc.
- To administer academic conduct, student discipline, appeals, complaints, grievances, and other similar matters.

- To process scholarships, prizes, and bursaries.
- To ensure your health, safety, and well-being.
- To provide information to organisations if requested to comply with legal and regulatory requirements.
- To comply with statutory reporting requirements.
- To produce reports and aggregated statistics for management and research purposes to plan and improve services.
- To administer voluntary surveys of student opinion about your experience and the performance of the College.
- To create and publish, print and electronic material (e.g., prospectus, brochures, website, etc.) for promotional and press materials, documentation, and archival purposes.
- Recording of audio images during lectures as part of the College's teaching provision.
- To assist with law enforcement or where required or authorised by law.
- To confirm the details of your academic achievements and for statistical and historical purposes, a core record of your studies is retained indefinitely.
- To enable our continued contact with you after you complete your studies (e.g., a survey of graduate work destinations, alumni networks, marketing, etc.)
- To respond to requests for information made under Data Protection legislation or Freedom of Information legislation.

## Does the College share your data with any third parties?

Below are some examples of when the College will release data about you to third parties (i.e., outside the College) where we have a justifiable reason in connection with your studies.

We may share your relevant personal data with bodies including the following:

- Data Processors (sub-contractors used by the College to carry out a function for the College, e.g., Register365, Dragon Consulting PTY).
- Quality and Qualifications Ireland (QQI).
- Regulatory bodies where programmes are accredited by such bodies.
- HEI partners, or research organisations to which a student progresses.
- Software providers or service providers performing administrative functions on behalf of the College (e.g., IT services, academic gowning services).
- External examiners (e.g., student number).
- Direct mail agencies/printing companies to facilitate the delivery of promotional materials and media personnel to facilitate the marketing, promotion, and documentation of activities in the College (only where student/graduate consent has been received).
- Plagiarism detection service providers (e.g., SafeAssign) to ensure academic standards.
- Potential employers/recruitment companies for verification of qualifications (only where student/graduate consent has been received).
- College legal advisors.
- An Garda Síochána or Tusla to assist in the prevention or detection of crime.

- This is not an exhaustive list and any other disclosures to third parties not listed here are made only where student/graduate consent has been received and/or by the law.

## Publication

All graduating students, including those graduating in absentia, will have their name and their award listed in the graduation booklet. Student achievements may be celebrated on our website, social media and in College publications (only where student/graduate consent has been received).

## Parents, guardians, and other relatives

It is your responsibility as a student to communicate and engage with the College. The College will not normally disclose your data to parents or relatives without your consent, other than if you are a minor student under 18 years old or in exceptional circumstances i.e., where there is a potential danger to the health or well-being of a student. We may agree to discuss matters relating to you with a parent/relative but only if you consent to this. Exceptionally, where urgent communication with a student through direct contact details is not possible or has, following repeated attempts, been unsuccessful, contact may be via a student's parents/guardians and/or next of kin using contact details provided by the student.

## Individual Rights

You have the following rights, subject to certain exemptions, concerning your data:

- The right to be informed about the data processing the College does.
- The right to request access to your personal data held by the College - to have a copy of the personal data that we hold about you.

- The right to rectification -to have inaccurate or incomplete personal data rectified.
- The right to the erasure of personal data where there is no legitimate reason for the College to continue to process your personal data. If you exercise this right, the College will continue to hold some personal data which, for graduates, will include name, subject(s) studied, graduation details, date of birth and unique identification number, so that we do not inadvertently contact you in the future and to maintain your education records for archive purposes. We may also continue to hold some financial records about you for statutory purposes.
- The right to restrict the processing of personal data -you may have the right to restrict the processing of your personal data in specific situations.
- The right to data portability - you have the right to request that the College provides some elements of your information (e.g., academic progress records) in a commonly used machine-readable format to provide it to other organisations.
- The right to object – you can object to the processing of your personal data by the College in certain circumstances, including the sending & receipt of direct marketing material.
- The right to object to automated decision making and profiling. The College does not currently make decisions affecting students by automatic means without human intervention.

To exercise any of the above rights please contact us using the contact details set out below.

### Data Retention

The College will retain your personal data as per our Data Retention policy. The policy operates on the principle that we keep personal data for no longer than is necessary for the purpose for which we collected it. It is also kept per any legal requirements that are imposed on us. This means that the retention period for your personal data varies

depending on the type of personal data. The College will hold some of your data in support of your lifelong relationship with the College as per our Data Retention Policy or unless you ask us to do otherwise. See 'The right to the erasure of personal data' above.

## Security

We are committed to ensuring that your personal data is secure with us and with the data processors who act on our behalf. We are continuously taking technical and organisational steps to better protect your information. Data Protection training has been made available to all staff.

## Website Privacy Policy

The College Website Privacy and Cookie Statement explains how data may be gathered about users of the College's website.

## Interaction with the College

We may contact you by telephone, email, or post. Also, if you have provided us with your mobile number, we may text you with College-related information e.g., exam information, grant information, graduation information, emergency information etc. If you are unhappy with the College's handling of your personal data or believe that the requirements of the Data Protection Act or GDPR may not be fully complied with, you should contact the College's Data Protection Officer in the first instance. You also have the right to submit a complaint to the Data Protection Commissioner.

## How to contact us

Please contact us if you have any questions about the information we hold about you or to request a copy of that information by emailing: [studywithus@unihaven.ie](mailto:studywithus@unihaven.ie).