



**CHEVRON**  
COLLEGE

# Quality Assurance System For QQI Programmes

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Policy & Procedures



# FOREWORD



Dear Stakeholder,

I would like to take this opportunity to welcome you as an interested party in the operations and management of Chevron College ('Chevron').

Chevron is one of Ireland's leading private education and training providers and we are accredited by QQI, Quality and Qualifications Ireland. Chevron was originally established in 2005 to meet the mandatory training needs of people across a number of specialist sectors in Ireland. Since that time Chevron's operations have expanded to include a wide range of training and education activities in both the Further and Higher Education sectors and we successfully completed QQI's reengagement process in 2019.

In recognition of Chevron's growing reputation and experience as a provider of high-quality third level education, the company is applying for an extension of scope from QQI to deliver programmes at Level 8 on the National Framework of Qualifications.

Furthermore, in reflecting the greater academic stature of Chevron within the education sector, which has been epitomised by the implementation of best practice learning and assessment methodologies, the company has recently rebranded as Chevron College.

Chevron is committed to excellence in education and we seek to ensure that all our learners receive appropriate high-quality support. We have a culture of continuous improvement and we continue to invest in our people and systems to make sure that our activities and processes continue to keep pace with the changing requirements of interested parties. As part of our quality improvement efforts, we also benchmark ourselves against other training organisations to compare experiences and outcomes as a means of identifying best practice and opportunities for improvement.

Chevron's QQI Quality Assurance System is an integral part of the organisation's overall ISO9001:2015 certified Quality Management System and uses a framework based on the 11 core sections of QQI's Core Statutory Quality Assurance Guidelines. All interested

parties and stakeholders are reminded that nothing in the overarching ISO 9001:2015 Quality Management System may override the specific requirements of the QQI Quality Assurance document in relation to the delivery of QQI programmes.

We are here to assist and guide all our stakeholders, so please free to contact any of our team members with any query that you may have.



Karl Fitzpatrick

President

Chevron College

## LIST OF ABBREVIATIONS

<b>Chevron</b>	Chevron College*
<b>CPD</b>	Continuing Professional Development
<b>ETB</b>	Education & Training Board
<b>FET</b>	Further Education and Training
<b>HET</b>	Higher Education and Training
<b>KPI</b>	Key performance indicator
<b>ISO</b>	International Standards Organisation
<b>LMS</b>	Learning Management System
<b>QA</b>	Quality Assurance
<b>QAA</b>	Quality Assurance Agency for Higher Education (UK)
<b>QQI</b>	Quality and Qualifications Ireland
<b>NFQ</b>	National Framework of Qualifications
<b>SEO</b>	Search Engine Optimisation
<b>UEL</b>	University of East London
<b>UOS</b>	University of Sunderland
<b>VLE</b>	Virtual Learning Environment

\* Note: all references to 'Chevron' in the following pages refer to the legal entity 'Chevron College'

## Contents

<b>1</b>	<b>The Context of Quality Assurance within Chevron .....</b>	<b>10</b>
1.1	PURPOSE AND SCOPE OF THE QUALITY ASSURANCE SYSTEM .....	10
1.2	BACKGROUND AND CONTEXT OF CHEVRON .....	11
1.2.1	<i>Launch and Development .....</i>	<i>11</i>
1.2.2	<i>Expansion and Quality Focus .....</i>	<i>11</i>
1.2.3	<i>Delivery Modes.....</i>	<i>12</i>
1.2.4	<i>Blended Learning .....</i>	<i>12</i>
1.2.5	<i>Higher Education.....</i>	<i>14</i>
1.3	ORGANISATION AND MANAGEMENT.....	15
1.3.1	<i>Business Oversight .....</i>	<i>15</i>
1.3.2	<i>Management Reviews .....</i>	<i>16</i>
1.4	QUALITY INITIATIVES AND ACADEMIC AUTHORITIES .....	17
1.4.1	<i>Benchmarking .....</i>	<i>17</i>
1.4.2	<i>Mission Statement .....</i>	<i>19</i>
1.4.3	<i>Service Quality and Learner Charter .....</i>	<i>19</i>
1.4.4	<i>Service Delivery .....</i>	<i>21</i>
1.4.5	<i>Academic Council .....</i>	<i>22</i>
1.4.6	<i>Programme Reviews .....</i>	<i>23</i>
1.4.7	<i>Programme Delivery .....</i>	<i>24</i>
1.5	MONITORING THE EFFECTIVENESS OF THE QA SYSTEM.....	25
1.5.1	<i>Internal QA Audits.....</i>	<i>25</i>
1.5.2	<i>Risk Management .....</i>	<i>26</i>
1.5.3	<i>The Role of Feedback .....</i>	<i>26</i>
1.5.4	<i>Commitment to Continuous Development and Improvement.....</i>	<i>26</i>
1.5.5	<i>Team Building and Communications .....</i>	<i>26</i>
<b>2</b>	<b>Education and Training: Roles and Responsibilities .....</b>	<b>28</b>
2.1	EDUCATION AND TRAINING.....	28
2.1.1	<i>Director of Academic Affairs Role .....</i>	<i>28</i>

2.1.2	<i>Director of Higher Education TLA Role</i> .....	29
2.1.3	<i>Programme Leader Role</i> .....	32
2.1.4	<i>Programme Lecturer/Tutor Role</i> .....	33
2.1.5	<i>Programme Administrator Role</i> .....	34
2.1.6	<i>Head of Student Support Role</i> .....	34
2.1.7	<i>Studies Advisor Role</i> .....	35
2.1.8	<i>QA Coordinator Role</i> .....	36
2.1.9	<i>RPL Advisor Role</i> .....	36
2.2	ADMISSIONS & MARKETING ROLES .....	37
2.2.1	<i>Admissions Director Role</i> .....	37
2.2.2	<i>Training Consultant Role</i> .....	37
2.2.3	<i>Web Marketing &amp; Analytics Team Roles</i> .....	38
2.3	OPERATIONS MANAGEMENT ROLES .....	38
2.3.1	<i>Operations Manager Role</i> .....	38
2.3.2	<i>Finance Team Role</i> .....	38
2.4	ACADEMIC COUNCIL EXTERNAL MEMBERS ROLE.....	38
2.4.1	<i>Role of External Chair</i> .....	39
<b>3</b>	<b>The Quality Assurance System</b> .....	<b>41</b>
<b>4</b>	<b>Governance and Management of Quality (QA Policy 1)</b> .....	<b>43</b>
4.1	POLICY POSITION AND OWNERSHIP .....	43
4.2	CHEVRON'S GOVERNANCE STRUCTURE.....	43
4.3	MANAGEMENT BOARD AND GOVERNANCE .....	45
4.4	ACADEMIC GOVERNANCE .....	47
4.4.1	<i>Academic Council</i> .....	48
4.4.2	<i>Appeals Board</i> .....	54
4.4.3	<i>Academic Misconduct Panel</i> .....	55
4.4.4	<i>Programme Board</i> .....	57
4.4.5	<i>Board of Examiners</i> .....	60
4.5	MANAGEMENT OF QUALITY ASSURANCE .....	65
4.5.1	<i>Role of the Quality Policy &amp; Procedures Committee</i> .....	65
4.5.2	<i>Programme Monitoring</i> .....	66

4.5.3	<i>New Programme Development and Validation</i> .....	67
4.5.4	<i>Programme Development Brief and Business Case</i> .....	68
4.5.5	<i>Programme Development Team</i> .....	68
4.5.6	<i>Embedding A Quality Culture</i> .....	70
<b>5</b>	<b>Documented Approach to Quality Assurance (QA Policy 2)</b> .....	<b>72</b>
5.1	POLICY POSITION AND OWNERSHIP .....	72
5.2	QPPC TERMS OF REFERENCE .....	73
5.3	DOCUMENTED POLICIES AND PROCEDURES .....	74
5.3.1	<i>Policy Templates</i> .....	74
5.3.2	<i>Document Controls</i> .....	75
<b>6</b>	<b>Programmes of Education and Training (QA Policy 3)</b> .....	<b>77</b>
6.1	POLICY POSITION AND OWNERSHIP .....	77
6.2	NEW PROGRAMME DEVELOPMENT – NEEDS IDENTIFICATION .....	77
6.2.1	<i>Strategy and Planning for Blended Learning</i> .....	78
6.2.2	<i>Preliminary Approval of Business Case</i> .....	81
6.3	PROGRAMME DELIVERY .....	86
6.3.1	<i>Learner Admission and Progression Opportunities</i> .....	86
6.3.2	<i>Recognition of Prior Learning (RPL)</i> .....	87
6.4	PROTECTION OF ENROLLED LEARNERS (PEL) .....	91
6.4.1	<i>Data Protection</i> .....	91
6.5	PROGRAMME REVIEWS .....	92
6.6	REVALIDATION OF PROGRAMMES .....	93
<b>7</b>	<b>Staff Recruitment, Management and Development (QA Policy 4)</b> .....	<b>94</b>
7.1	POLICY POSITION AND OWNERSHIP .....	94
7.2	STAFF RECRUITMENT .....	94
7.2.1	<i>Developing Online Competencies and Expertise</i> .....	95
7.3	STAFF INDUCTION, TRAINING & DEVELOPMENT .....	97
7.4	STAFF COMMUNICATIONS .....	100
<b>8</b>	<b>Teaching &amp; Learning (QA Policy 5)</b> .....	<b>102</b>
8.1	POLICY POSITION AND OWNERSHIP .....	102

8.2	PROMOTING A LEARNING ETHOS .....	102
8.3	BENCHMARKING .....	105
8.4	PEDAGOGICAL METHODS AND THE LEARNING EXPERIENCE IN FET .....	105
8.4.1	<i>Monitoring the Learning Experience</i> .....	106
8.5	PEDAGOGICAL METHODS AND THE LEARNING EXPERIENCE IN HE.....	108
8.5.1	<i>Blend of online/face-to-face learning</i> .....	109
8.6	LEARNING ENVIRONMENTS AND ONLINE DELIVERY .....	112
8.7	THE LEARNER EXPERIENCE .....	113
<b>9</b>	<b>Assessment of FET Learners (QA Policy 6) .....</b>	<b>116</b>
9.1	POLICY POSITION AND OWNERSHIP .....	116
9.2	CONTEXT OF ASSESSMENT OF QQI PROGRAMMES .....	117
9.3	OVERVIEW OF THE FET ASSESSMENT PROCESS WITHIN CHEVRON .....	118
9.4	ASSESSMENT TECHNIQUES.....	119
9.5	CHEVRON’S ASSESSMENT FRAMEWORK.....	119
9.5.1	<i>Planning Assessments</i> .....	121
9.5.2	<i>Assessment Information for Learners</i> .....	122
9.6	SECURITY AND INTEGRITY OF ASSESSMENT .....	123
9.7	REASONABLE ACCOMMODATIONS .....	125
9.7.1	<i>Applying for Reasonable Accommodations</i> .....	126
9.8	CONSISTENCY OF ASSESSMENT .....	129
9.9	INTERNAL VERIFICATION (IV) .....	130
9.10	CROSS-MODERATION PROCESS .....	131
9.11	EXTERNAL AUTHENTICATION.....	131
9.12	FEEDBACK TO LEARNERS.....	133
9.13	LEARNER APPEALS .....	133
9.14	RESULTS APPROVAL .....	135
9.15	CORRECTIVE ACTIONS.....	135
<b>10</b>	<b>Assessment of HE Learners (QA Policy 6).....</b>	<b>137</b>
10.1	POLICY POSITION & OWNERSHIP .....	137
10.2	ASSESSMENT DESIGN .....	138
10.2.1	<i>Diagnostic, Formative and Summative Assessment</i> .....	139



10.2.2	<i>Work Placement</i> .....	141
10.2.3	<i>External Review of Assessment Strategy</i> .....	141
10.2.4	<i>Programme Assessment Schedule</i> .....	142
10.2.5	<i>Feedback Prior to Assessment</i> .....	143
10.3	THE ASSESSMENT PROCESS .....	143
10.3.1	<i>Assessment Submission and Turnitin</i> .....	144
10.3.2	<i>Deadlines and Late Submission</i> .....	145
10.3.3	<i>Extensions</i> .....	146
10.3.4	<i>Marking Schemes and Grading</i> .....	146
10.3.5	<i>Award Classification</i> .....	149
10.3.6	<i>Moderation</i> .....	152
10.3.7	<i>External Examiner</i> .....	152
10.3.8	<i>Issue of Provisional Results</i> .....	153
10.3.9	<i>Assessment Feedback</i> .....	153
10.3.10	<i>Internal Exam Board</i> .....	154
10.3.11	<i>Board of Examiners Terms of Reference</i> .....	155
10.3.12	<i>Results Approval Panel</i> .....	160
10.3.13	<i>Publication of Results</i> .....	161
10.3.14	<i>Notification of Results to QQI</i> .....	161
10.4	PROGRESSION .....	161
10.4.1	<i>Pass by Compensation</i> .....	162
10.4.2	<i>Trail A Module</i> .....	163
10.4.3	<i>Exemption from Studying A Module</i> .....	163
10.4.4	<i>Repeating an Assessment</i> .....	164
10.5	RECHECK, REVIEW AND APPEALS POLICY .....	165
10.5.1	<i>Informal Review</i> .....	165
10.5.2	<i>Recheck</i> .....	168
10.5.3	<i>Review</i> .....	168
10.5.4	<i>Academic Appeals</i> .....	169
10.6	ACADEMIC INTEGRITY .....	172
10.6.1	<i>Academic Misconduct</i> .....	173
10.6.2	<i>Encouraging Good Academic Conduct</i> .....	174

10.7	PENALTIES FOR ACADEMIC MISCONDUCT .....	176
10.7.1	<i>Poor Academic Practice</i> .....	176
10.7.2	<i>Minor Academic Misconduct Level A Penalty</i> .....	177
10.7.3	<i>Academic Misconduct Level B Penalty</i> .....	179
10.7.4	<i>Gross Academic Misconduct- Level C Penalty</i> .....	180
10.7.5	<i>Appeals</i> .....	181
10.7.6	<i>Research Ethics</i> .....	183
10.8	EXTENUATION POLICY.....	183
10.8.1	<i>What are Extenuating Circumstances?</i> .....	184
10.8.2	<i>Requesting an Extension to an Assessment Deadline</i> .....	185
10.8.3	<i>Module Deferral or interruption of studies</i> .....	186
10.9	RECOGNITION OF PRIOR LEARNING (RPL) ON HE PROGRAMMES.....	187
10.9.1	<i>RPL for admission to HE Programmes</i> .....	188
10.9.2	<i>Exemption from studying a module</i> .....	189
10.9.3	<i>RPL and Assessment</i> .....	191
10.9.4	<i>Management and Review of RPL Applications</i> .....	193
11	<b>Supports for Learners (QA Policy 7)</b> .....	194
11.1	POLICY POSITION AND OWNERSHIP .....	194
11.2	SUPPORTS FOR LEARNERS .....	195
11.3	LEARNER PATHWAY .....	195
11.3.1	<i>Enrolment</i> .....	196
11.3.2	<i>Starting A Programme</i> .....	198
11.4	ACADEMIC SUPPORTS FOR LEARNERS .....	198
11.4.1	<i>Induction</i> .....	198
11.4.2	<i>LearnUpon</i> .....	200
11.4.3	<i>Tutor Support</i> .....	200
11.4.4	<i>Studies Advisor</i> .....	201
11.4.5	<i>Monitored Discussion Forum</i> .....	203
11.4.6	<i>Class Representatives</i> .....	203
11.4.7	<i>Library</i> .....	204
11.4.8	<i>Work Placement</i> .....	204

11.5	ADMINISTRATION & SUPPORT SERVICES .....	205
11.5.1	<i>Financial Services</i> .....	205
11.5.2	<i>Employment Services</i> .....	206
11.5.3	<i>Disability Services</i> .....	206
11.5.4	<i>Pastoral Care</i> .....	206
11.6	STANDARDS OF BEHAVIOUR AND PROFESSIONAL CONDUCT .....	206
11.7	REVIEW OF LEARNER SUPPORTS .....	208
11.8	LEARNER COMPLAINTS .....	209
11.8.1	<i>Stage 1: Informal Complaints Procedure:</i> .....	210
11.8.2	<i>Stage 2: Formal Complaints Procedure</i> .....	210
<b>12</b>	<b>Information and Data Management (QA Policy 8) .....</b>	<b>213</b>
12.1	POLICY POSITION AND OWNERSHIP .....	213
12.2	INFORMATION TYPES AND FORMATS .....	214
12.3	SERVICE PROVIDERS AND DATA MANAGEMENT .....	214
12.4	TRANSMISSION OF QQI CERTIFICATION DATA .....	216
12.5	DATA PROTECTION AND PRIVACY POLICY .....	217
12.6	MANAGEMENT INFORMATION SYSTEMS (MIS) & DECISION MAKING.....	218
12.6.1	<i>Measuring Learner Progress</i> .....	219
12.6.2	<i>MIS and Future Planning</i> .....	219
12.7	RECORDS MAINTENANCE, RETENTION & DISPOSAL.....	221
12.8	ONLINE CONTENT.....	221
<b>13</b>	<b>Public Information and Communication (QA Policy 9) .....</b>	<b>223</b>
13.1	POLICY POSITION AND OWNERSHIP .....	223
13.2	APPROVAL OF COMMUNICATIONS.....	224
13.3	LEARNER INFORMATION.....	225
13.3.1	<i>Information for Online Learners</i> .....	226
<b>14</b>	<b>Other Parties Involved in Education &amp; Training (QA Policy 10) .....</b>	<b>228</b>
14.1	POLICY POSITION AND OWNERSHIP .....	228
14.2	PEER RELATIONSHIPS.....	228
14.3	MANAGING CONFLICTS OF INTEREST .....	229

14.4	EXPERT PANELISTS, AUTHENTICATORS AND EXAMINERS .....	230
14.4.1	<i>External Authenticators</i> .....	230
14.4.2	<i>External Examiners</i> .....	231
14.5	WORK PLACEMENT PROVIDERS .....	235
14.6	SECOND PROVIDERS .....	236
14.7	RELATIONSHIPS WITH OTHER ACCREDITATION BODIES .....	236
<b>15</b>	<b>Self-Evaluation, Monitoring &amp; Review (QA Policy 11) .....</b>	<b>238</b>
15.1	POLICY POSITION AND OWNERSHIP .....	238
15.2	INTERNAL SELF-MONITORING .....	238
15.3	EXTERNAL EVALUATION .....	242
15.4	QUALITY ENHANCEMENT .....	242
<b>16</b>	<b>List of Tables and Diagrams .....</b>	<b>245</b>
<b>17</b>	<b>List of Appendices .....</b>	<b>247</b>

## 1 The Context of Quality Assurance within Chevron

Chevron College ('Chevron') is a QQI-accredited education and training provider, originally established in 2005. Since that time Chevron has grown to become one of Ireland's leading private providers using a process of continuous improvement and innovation to develop Further Education and Training (FET) and Higher Education (HE) courses for a wide range of learners, with a focus on online and blended learning channels. Chevron's success has been built around a team of skilled and committed staff, supported by a proven management team, all supported by a strong financial and business model.

### 1.1 Purpose and Scope of the Quality Assurance System

The Quality Assurance system at Chevron has been developed to support the development and delivery of quality products and services for Chevron's learners and a range of other stakeholders, including staff, potential learners, external authenticators and examiners and members of review panels.

Management has taken steps to embed a quality assurance culture within the organisation, covering both corporate activities and academic domains. Every member of the Chevron team has clearly defined roles and responsibilities, underpinned by a focus on serving the individual learner as the ultimate consumer of Chevron's education and training services.

Management and academic leaders within Chevron monitor and review quality through both formal and informal channels. These initiatives are described within this QQI Quality Assurance Manual which has been designed to be the primary source of quality assurance policies and procedures as they relate to QQI programmes.

Chevron is also accredited by other awarding bodies for the delivery of training and education programmes. Therefore, the specific requirements of these collaborative education and training partners have also influenced the manner in which Chevron's quality assurance system has evolved. In addition, Chevron has achieved ISO9001:2015 certification, consequently the organisation's wider quality assurance systems are also subject to external review by ISO auditors annually.

The scope of this Quality Assurance (QA) system covers 11 main policy areas, informed by:

- Core Statutory Quality Assurance Guidelines published by QQI (April 2016);
- Sector Specific Quality Assurance Guidelines – Independent/Private; and
- Statutory QA Guidelines for Blended Learning Programmes<sup>1</sup>

The QA system has been designed as a comprehensive, integrated system, which meets the requirements of learners, QQI and other stakeholders in the delivery of Chevron's services. The policies are listed in Section 3 of this document, followed by a detailed explanation of each policy area in Sections 4 to 15.

## 1.2 Background and Context of Chevron

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### 1.2.1 Launch and Development

During 2005, Chevron launched its initial FETAC accredited training portfolio which was designed to address the mandatory training requirements being introduced across the security sector, using a classroom delivery format. This model successfully delivered security training programmes across Ireland, enabling thousands of learners to acquire the knowledge, skills and competence and to access new work opportunities within the security sector. From 2007, Chevron moved into the energy sector, with the launch of Building Energy Rating (BER) courses across Ireland, a product offering that continues to the present time.

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### 1.2.2 Expansion and Quality Focus

Chevron expanded its training with a range of awards in the childcare and healthcare sectors, reflecting moves towards greater professionalism and quality in these

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<sup>1</sup> [www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf](http://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf); [www.qqi.ie/Downloads/Sector%20Specific%20Quality%20Assurance%20Guidelines%20V2.pdf](http://www.qqi.ie/Downloads/Sector%20Specific%20Quality%20Assurance%20Guidelines%20V2.pdf); [www.qqi.ie//Publications/Pages/Statutory QA Guidelines for Blended Learning Programmes.aspx](http://www.qqi.ie//Publications/Pages/Statutory%20QA%20Guidelines%20for%20Blended%20Learning%20Programmes.aspx)

sectors. During 2012, management and business operations were restructured, with the current owner and College President, Karl Fitzpatrick, taking full control of the Chevron business. These changes provided an opportunity to remodel the business at a time when training and education providers were adopting new quality and professional requirements and the creation of QQI as Ireland's national training and education accreditation body in line with the Qualifications and Quality Assurance (Education and Training) Act 2012.

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### 1.2.3 Delivery Modes

Chevron offers an extensive range of accredited education and training programmes, with a focus on the childcare, healthcare, IT and energy sectors. The business model continues to develop new course offerings and regularly updates existing programmes to ensure that all learners are able to develop the skills required to reach their career goals and meet new mandatory training requirements. Delivery modes have evolved from a classroom setting, so that the majority of courses are now delivered through blended and online learning methodologies.

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### 1.2.4 Blended Learning

Chevron's delivery methods have adopted a blended learning methodology, building on the organisation's prior experience in online delivery by combining face-to-face learning experiences with online learning<sup>2</sup>. This approach offers opportunities for enhancement in teaching and learning, building on the wide range of possibilities provided by IT and new media developments. Programme content has been designed to combine asynchronous (remote, internet-based) learning with synchronous learning events (face-to-face workshops/interactive webinars).

It is recognised that blended learning design and implementation depends on the particular context of the provider and its learner community, reflecting the fact that this is an evolving sector within training and education. Chevron's vision for blended

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<sup>2</sup> Garrison, D.R. & Kanuka, H. (2004), *Blended learning: Uncovering its transformative potential in higher education*. *The Internet and Higher Education*, 7(2), 95-105

learning aims to offer a dynamic learning experience through the creation of an online learning community. Therefore, learners should be encouraged to research, share and discuss views on course content and topics, with opportunities for independent study and collaborative discussion facilitated by their Chevron tutor.

Chevron takes a holistic view of blended learning and strategic drivers include factors such as:

- Accessibility – Chevron has created a nationwide training footprint, supporting a wide geographical spread of learners within Ireland so blended learning offers learners access to a high-quality training and education experience.
- Flexibility – many of Chevron’s learners are returning to education, being employed in areas with atypical working hours and may also have family commitments.
- Learning styles – people learn in different ways so blended learning can offer a range of teaching and learning opportunities to support individual learning styles.
- Technology is used to support learning through a virtual learning environment (VLE) plus online discussion groups focusing on learning outcomes, so that Chevron fosters a learning community supported by skilled lecturers/tutors and support teams.
- Learner engagement and satisfaction – tutors can monitor learner motivation and their engagement with the blended programme content, intervening on a one-to-one basis as well as leading group discussions (both online and face-to-face) to support learning.
- Acting on feedback to improve programme delivery within the ‘blend’ – tutors and Programme Leaders review feedback and adapt the programme in response to the emerging needs of learners and wider stakeholders.

Chevron takes the view that this approach to the learning process helps to create the scaffolding by which a learner may develop critical thinking skills, construct meaning and increase his/her understanding of the subject area. This approach to teaching and learning offers new methods in developing cognitive skills for learners, together with opportunities for group work supported through lecturer/tutor oversight and guidance.



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### 1.2.5 Higher Education

During 2015/16, in response to learner feedback and market demand, Chevron developed and was approved to deliver, an online childcare honours degree programme. This programme is offered in collaboration with the University of East London (UEL), thereby offering a progression path into Higher Education. Chevron's collaboration with UEL featured as a case study in QAA's review of UK-Ireland transnational education partnerships<sup>3</sup> during 2017. A two-year MA in Early Childhood Care, Education & Management was approved for delivery in 2019, as a progression pathway for ELC graduates wishing to further develop their skillset in the management of early childhood settings.

In 2018, a further learner progression route was introduced for health and social care learners, with a health and social care online degree programme developed in collaboration with the University of Sunderland (UoS).

In 2021-22 reflecting the College's position as one of the leading private providers in the ELC sector, Chevron engaged with QQI with a view to an extension of scope. Chevron's application was approved by the PAEC on 14 July 2022 enabling the College to develop L7 and L8 programmes subject to QQI approval. The first QQI L8 programme, the BA Early Childhood Education and Care (ECEC), designed to meet new DCEDIY criteria, was approved by QQI on 25 November 2022, with delivery starting in February 2023.

This new childcare BA will replace Chevron's collaborative programme with UEL, which had its final intake (advanced entry) in September 2022. Teach out will continue during the 2023/24 academic year. Chevron's collaboration with UEL continues through the MA programme. Delivery of the new QQI L5 and L6 ELC programmes, developed collaboratively with Progressive College and CMIT began in May 2023.

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<sup>3</sup> <http://www.qaa.ac.uk/international/transnational-education-review/review-of-tne-in-the-republic-of-ireland>

In 2021/22 Chevron commenced delivery of Postgraduate Certificate (L9) in Leadership and Change in collaboration with the University of Sunderland (UoS) funded by Springboard+, with two intakes (October and February). Springboard funding was renewed for 2022/23 and a new L9 Diploma in Cybersecurity was approved, with delivery from March 2023.

## 1.3 Organisation and Management

### 1.3.1 Business Oversight

Chevron's Management Board has primary responsibility for the oversight of business strategy and operations, ensuring the sustainability of the organisation as a business. Management's core task is to facilitate the delivery of products and services to meet learners' needs, while meeting all stakeholder and legal requirements. In relation to the Chevron College business, there are three broad areas which fall within the responsibility of the Management Board, as outlined in Figure 1 below:

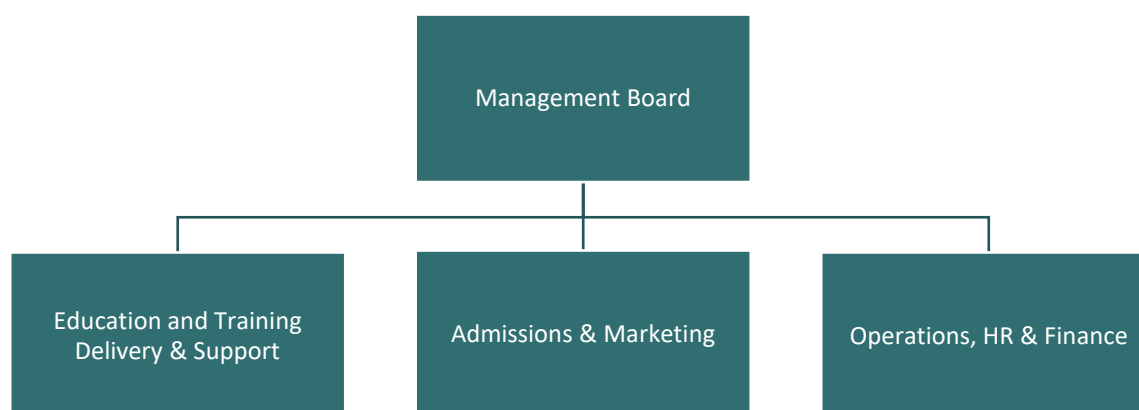


Figure 1: Management Board oversight of Chevron College work streams

The purpose of each area is as follows:

- **Training & Education** - the design and delivery of FET/HET training and education programmes, including course development, teaching and learning, learner supports and post-course evaluation.
- **Admissions & Marketing** - promotion and sale of courses through web marketing and guidance to individual learners on entry requirements, suitability, learning objectives and outcomes.
- **Business Operations** - running the day-to-day business operations (scheduling routine work and special projects, finance, human resources, procurement, health and safety, etc.).

The three main work streams within Chevron College are:

- **Education and Training Delivery & Support** – the core teaching and learning functions, plus their QA and administrative supports.
- **Admissions & Marketing** – dealing with potential learners' queries, providing general guidance on Chevron's courses, selling training and education courses.
- **Operations, HR & Finance** – business planning, people and financial resources, plus business support functions.

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### 1.3.2 Management Reviews

Chevron's Management Board meets monthly, with a formal agenda covering progress against action plans, internal audit feedback, financial reports, admissions and marketing, people and operations, stakeholder feedback and opportunities for development and improvement.

At a corporate level, the Management Board meeting involves an oversight of core business processes such as operations, programme delivery and support, admissions and marketing, plus finance and human resources.

The members of the current Management Board are:

College President:	Karl Fitzpatrick
Director of Academic Affairs:	Dave Collins
Admissions Director:	Brian Denton
Group Financial Controller	Paudie Berry
Operations Manager (Secretary to the Board):	Noel Doyle

## 1.4 Quality Initiatives and Academic Authorities

In 2016, as part of Chevron's commitment to continuous improvement, the training business achieved ISO9001:2015 certification. This involved the development and rollout of an overarching Quality Management System covering the organisation's wider business lines. The emerging system was informed by the Quality Assurance (QA) requirements of QQI and other certifying bodies.

The primary purpose of this initiative has been to ensure that all business processes focus on the delivery of quality services to learners and training partners. The process review identified the need for a structure which could provide a separate academic oversight of teaching and learning activities. Consequently, in late 2018, Chevron's Board of Management approved the terms of reference for an Academic Council to take on the role of academic authority within the organisation from January 2019 (See: [Section 1.4.5](#) and Appendix A).

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### 1.4.1 Benchmarking

Chevron recognises that it can learn from other education and training organisations by identifying, understanding and adopting best practices and new approaches across its training activities. Current standards, processes and ways of working within the organisation are compared with similar organisations to help define new standards and goals which in turn, may help to improve Chevron's performance and enhance its overall quality.

Benchmarking involves networking with other education and training providers, sharing and analysing data to pinpoint areas of difference between Chevron and its benchmarking partner (plus national statistics, where available). The scope of such benchmarking exercises has included comparisons of:

- Learner numbers and profiles, year-on-year
- Programmes and modules studied
- Numbers achieving certification, plus grade averages

The resulting outputs are used to identify areas for development and improvement within Chevron and its benchmarking partners. This is an evolving process and future benchmarking exercises will include a comparison of the skills and outcomes achieved from different learning environments and learner experiences.

Leadership within Chevron operates at both business and academic levels, recognising that the organisation operates as a system in which all areas should be aligned with corporate goals including:

- Ensuring that all staff are 'on track' with Chevron's guiding mission and values.
- Having the right structures and processes in place to support and deliver on commitments to learners and other interested parties.
- Separating the business and academic decision-making functions to maintain the integrity of academic processes and standards.
- Supporting and developing the delivery of education and training through blended learning.
- Planning for changes within Chevron's operating environment (e.g. teaching and learning, QA, IT, staff skills, learner supports).
- Developing and using the skills and talents of Chevron's people in the most effective way.
- Maintaining clear communication and feedback channels with all staff and stakeholders.

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### 1.4.2 Mission Statement

Chevron College is committed to excellence in education and training provision, seeking to ensure that our learners receive appropriate high-quality support throughout their learner journey.

Our vision is:

- to be responsive, innovative, and sustainable in our delivery of education; and
- to make a social, economic and cultural contribution to our community.

We do this by:

- identifying and meeting the needs of our learners through constant dialogue with learners, staff and other key stakeholders; and
- constantly monitoring and improving our business processes to deliver quality in higher and further education and training.

Governance is aligned with Chevron's overall strategy and Mission Statement to deliver quality in both further and higher education and training domains.

Chevron's management uses these strategic insights to inform its decision-making and set objectives at its monthly Management Board meetings, monitoring progress against corporate goals.

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### 1.4.3 Service Quality and Learner Charter

Chevron's mission and vision is underpinned by our core values which place our learners at the centre of a culture of academic excellence and innovation.

At Chevron College we are:

**Learner-centered:** We strive to engage our learners as partners in their education, creating a friendly, supportive, flexible and motivating environment, where individuals are treated with respect and a sense of community prevails.

**Inclusive:** We are committed to delivering our programmes of education and training and related services in a manner that accommodates diversity, combats discrimination and empowers our learners.

**Collaborative:** We promote the sharing of information, ideas and aims in a climate of fairness and openness, through constant dialogue between our staff and learners and through connections with key stakeholders in education, employment and our community.

**Innovative:** Our ambition is to be innovative and creative, continually identifying and developing new opportunities in education. An important theme in Chevron's strategic approach is the trend towards online and blended learning. Chevron's management recognises that this requires investment in time, skills, financial, technical and other resources, so that we can continue to develop and deliver high-quality experiences for our learners.

**Empowering:** We pride ourselves on having high aspirations for our learners. Each member of the Chevron College community, whether academic or support staff, wants our graduates to emerge as highly employable, innovative professionals who are compassionate, collaborative, confident and solution-oriented, with strong ethical, cultural, and community-focused values.

**Dedicated:** We strive for the highest quality in academic excellence and service standards.

These core principles are achieved through the commitment of a dedicated and versatile staff, together with the consistent implementation of internal business processes. All these procedures and processes are directed towards the goal of ensuring that learners acquire a standard of knowledge, skill and competence in line with the award standard of the relevant certifying body.

To support our Mission Statement, Chevron has developed a Learner Charter which details the standard of service that stakeholders can expect:

- Clear and relevant information on all programmes.
- The promotion of equality for all learners and the recognition of the diversity of all learner groups.

- All teaching is conducted by experienced and qualified lecturers/tutors and trainers who provide support to all learners.
- An engaging and challenging environment for study, with imaginative teaching and flexible learning opportunities.
- All assessment is fair and consistent, geared to achieving specific learning outcomes.
- All learners are given the opportunity to provide feedback on Chevron's courses.
- All learners' queries and complaints are dealt with in a professional and timely manner.
- All learners' personal information is handled in accordance with the Data Protection Acts and the General Data Protection Regulation (EU) 2016/679.
- Operation of a safety policy in accordance with the Safety, Health and Welfare at Work Acts 2005 and 2010.

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#### 1.4.4 Service Delivery

The Management Board sets the organisation's strategy and business goals, leaving individual line managers free to focus on service delivery across the Training, Admissions and Operations domains, as outlined in Section 1.3 above.

Management recognises that independent oversight of teaching and learning activities is critical to the achievement of Chevron's goals. Three levels of academic review are used within the organisation to monitor this area, as outlined in Figure 2 below.



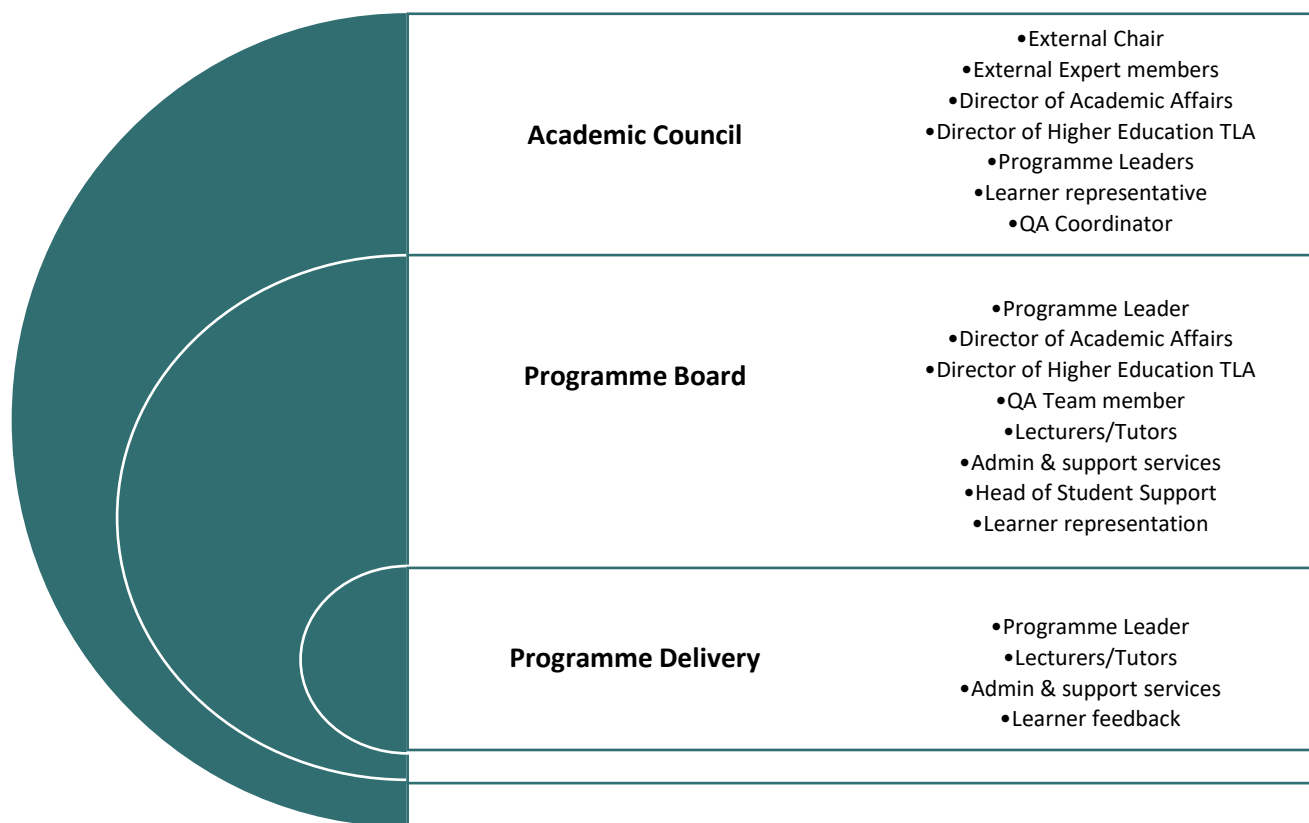


Figure 2: Academic Review responsibilities within Chevron

#### 1.4.5 Academic Council

Chevron's Management Board approved the terms of reference for an Academic Council in 2018 (Appendix A). This development reflected the need to have a separate academic authority to determine academic policies, course approvals and have oversight of learning delivery at both FET and HE levels, thereby leaving the Management Board to focus on business operations.

The Academic Council, held its first meeting in January 2019 and meets four times each year, monitoring academic standards and acting as the key organisation-level quality assurance monitoring and decision-making forum. In March 2022, the Committee approved a name change to the Academic Council. This more accurately reflects its role a higher-level governance committee, with sub-committees to include operational committees involved in the day-to-day running of the College.

Education and training-related policies and procedures are developed and approved by the Academic Council under its academic governance remit. Procedures are intended to be dynamic, responding to opportunities for improvement in the light of experience and practice, together with Chevron's commitment to ongoing development and improvement.

The responsibility for quality assurance falls under the remit of the Academic Council, which establishes quality-related policies and procedures in respect of the academic standards for all areas of programme delivery and assessment.

This approach protects the overall integrity of the academic process through:

- a clear focus on the interests of learners; and
- managing the potential risk of excessive influence from other stakeholders.

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#### 1.4.6 Programme Reviews

Each accredited programme is reviewed by a Programme Board. Programme boards for HET programmes are held at the end of each semester, and FET programme reviews are held annually to consider stakeholder feedback, analyse learner completion rates, approve programme changes and generate a report for the Academic Council.

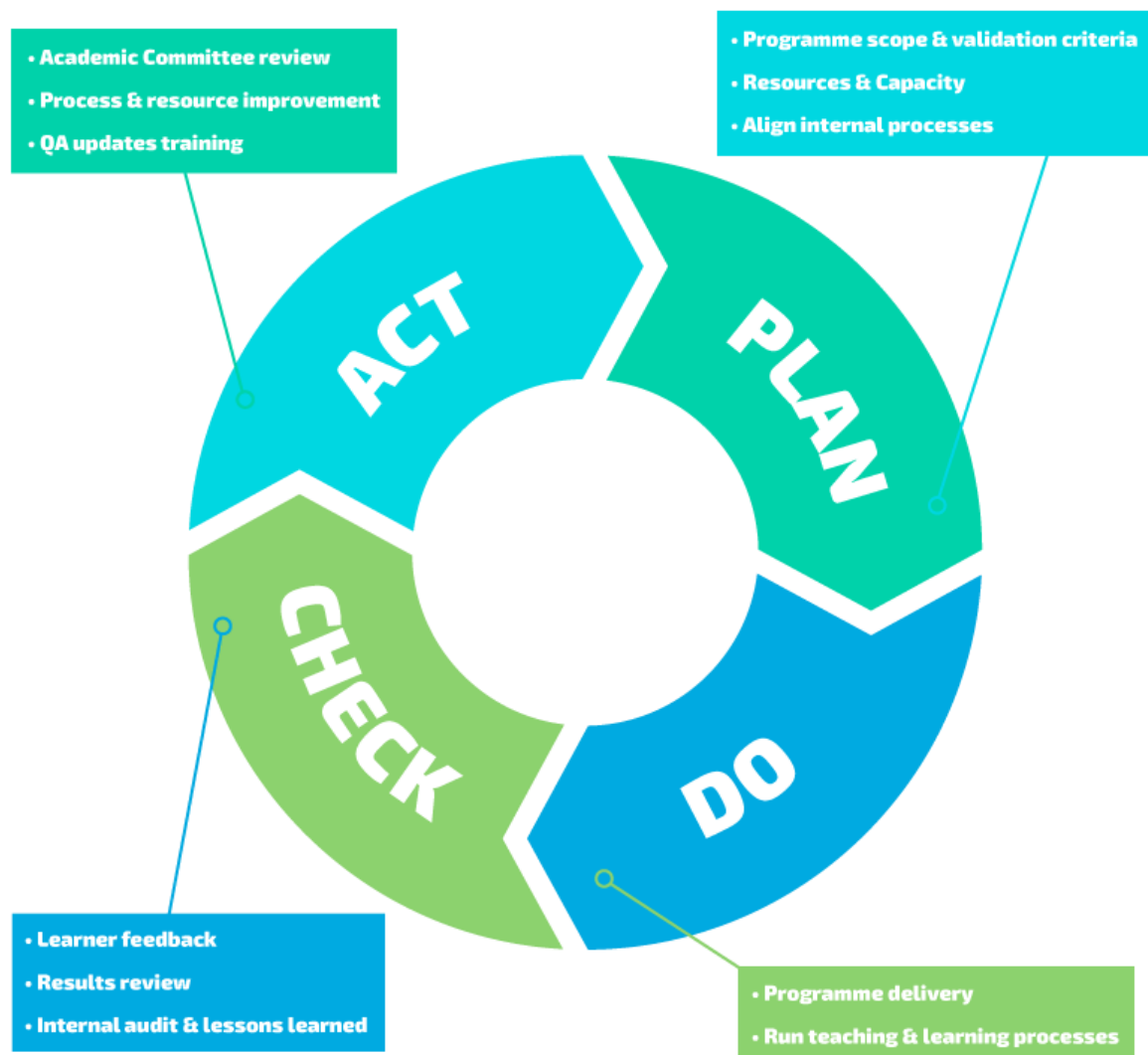


Figure 3: PDCA approach to Programme Reviews

Quality Assurance and continuous improvement within Chevron’s operations is achieved using a ‘plan-do-check-act’ (PDCA) process, as shown in Figure 3. The Programme Board uses this approach alongside the Quality Management System (QA) with its comprehensive suite of policies and procedures as documented here in the College’s *QQI Quality Assurance Manual*.

#### 1.4.7 Programme Delivery

The Director of Academic Affairs is responsible for the quality of delivery of individual course modules and programmes. In terms of service delivery, this involves an

oversight of lecturers/tutors, administrators and learner support services. The Director of Academic Affairs and Director of Higher Education Teaching Learning and Assessment work closely with Programme Leaders in resourcing programme content, new programme design and developing overall teaching and learning policies. These areas are considered in more depth in Section 2 and Section 6 (QA Policy 3) of this document.

## 1.5 Monitoring the Effectiveness of the QA System

Chevron's *QQI Quality Assurance Manual* outlines the QA policies and procedures for all QQI programmes delivered by Chevron. It has been developed in accordance with the requirements of QQI's *Core Statutory Quality Assurance Guidelines* and the *Sector Specific QA Guidelines for Private and Independent Providers*. The document is reviewed and maintained on an ongoing basis, in line with these requirements.

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### 1.5.1 Internal QA Audits

An audit schedule is developed each year with the aim of providing an objective review of the effectiveness of Chevron's processes and identifying opportunities for improvement. The Internal QA auditors meet with team members, following an audit template which is used to:

- Monitor and review current processes, together with their alignment with QA policies.
- Check that staff are following the system by seeking evidence of any variation in expected outputs.
- Discuss any bottlenecks or operational constraints.
- Assess how effective the overall process is in meeting stakeholders' expectations and Chevron's commitment to quality provision.

A review of Chevron's Mission Statement and Learner Charter by the Management Board, in consultation with the Academic Council and other stakeholders, is included within the internal QA audit schedule not less than once every five years.

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### 1.5.2 Risk Management

The Management Board recognises that it is accountable for the effectiveness of the organisation's QA system. Therefore, the Board undertakes regular risk assessments (e.g. as part of a SWOT analysis), maintains a Risk Register, and ensures compliance with all legal responsibilities. These help to ensure that the organisation delivers its training and education services consistently, in line with learner and other stakeholder expectations and requirements. In particular, any risks in relation to the integrity of qualifications within Chevron's processes are considered, with appropriate risk mitigation measures put in place.

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### 1.5.3 The Role of Feedback

Chevron seeks regular feedback from its stakeholders, including learner surveys carried out both during and after the completion of programmes, together with employer surveys on the effectiveness of education and training courses. This approach helps the organisation in checking customer satisfaction and gaining insights into the changing needs of its stakeholders. Feedback provides a picture of customer experience and assists management in developing Chevron's purpose and context, providing opportunities for process improvement, together with ideas for new product development and innovation. It is recognised that feedback may also include complaints, which are addressed through well-defined formal processes.

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### 1.5.4 Commitment to Continuous Development and Improvement

Management supports a customer-focused culture, with the aim of improving quality and efficiency across the whole organisation. Activities and outputs are reviewed by analysing learner feedback, tracking individual performance against KPIs and acting on the results of internal audits. These reviews help to identify additional stakeholder needs and/or opportunities for service improvement.

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### 1.5.5 Team Building and Communications

Management fully recognises that it is responsible for the delivery of quality throughout the organisation. This is achieved by creating and resourcing a team that

is adequately trained and aligned with Chevron's business processes. This approach by management ensures that staff have a strong sense of purpose, are customer-focused and directed in their work by clear objectives and KPIs.

To achieve this goal, staff recruitment focuses on hiring people with the necessary individual skills and competencies, who are expected to exceed customer expectations and meet quality assurance standards. New hires attend an induction session and receive 'on-the-job' training to learn about Chevron's business processes, gain an understanding of stakeholders' quality requirements and learn how to put Chevron's core values into practice.

Communication within Chevron is a two-way process, with staff being in a position to freely share their views on service delivery, stakeholder feedback, resources and support needs, through a dialogue with managers. In turn, managers are responsible for staff coaching, motivation and performance monitoring.

Staff play a key part in quality enhancement. They are consulted during internal audits so that upstream and downstream processes are monitored to check that they are delivering in line with expected quality standards. Communications and feedback with wider stakeholders are shared throughout the organisation, so that both management and staff can respond to the changing needs of the wider training and education environment.

## 2 Education and Training: Roles and Responsibilities

All staff roles and responsibilities are designed to delegate authority to individuals to promote a culture of customer focus, personal responsibility and process improvement. Each staff member has clearly designated tasks, with role objectives and KPIs, allowing managers to track performance at both individual and organisational levels through management reviews, stakeholder feedback, plus staff evaluation and appraisals. This service delivery structure provides clear reporting lines, with the Director of Academic Affairs playing a key role in overseeing relationships with learners and accreditation bodies such as QQI.

### 2.1 Education and Training

Individual and team roles within the education and training area cover the full end-to-end delivery of FET and HE programmes, including development, delivery, assessment and evaluation.

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#### 2.1.1 Director of Academic Affairs Role

- Executive responsibility for the management of academic affairs at Chevron College, reporting to the College President.
- Represent Chevron's Academic Council as a member of the College's Management Board.
- Act on behalf of the Academic Council to promote and continuously improve the culture of academic and professional excellence at Chevron College.
- Manage the overall coordination and development of Chevron's quality procedures and policies, programmes, staff and facilities.
- Oversee Chevron's Programme Leaders and senior staff to ensure the integrity, management, development and quality assurance of all education and training programmes offered by the college.
- Oversee programme development, collaborative partnerships and validation applications to QQI.
- Liaise with the Operations Manager to ensure the integrity and security of Chevron's academic records.
- Oversee the admission, learner registration, library and academic support services and other services to learners provided by Chevron.

- Manage resource allocation – Lecturers/Tutors, Assessors, Admin.
- Prepare an annual Staff Development Plan and budget for approval by Chevron's Academic Council, to ensure that appropriate training and CPD objectives are being met by the College.
- Chair Chevron's QA Policy & Procedures Committee (QPPC), Results Approval Panel and Academic Misconduct Panel.
- Manage Chevron's QA Team.
- Manage the relationship with key stakeholders and be the key contact between Chevron and accrediting and regulatory bodies.
- Manage all non-academic learner issues – admin, financial, etc.
- Monitor KPIs on a weekly basis, manage deviations from KPI standards.

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### 2.1.2 Director of Higher Education TLA Role

In 2023, the College appointed a Director of Higher Education Teaching, Learning and Assessment reporting to the Academic Council, with expertise and appropriate experience to oversee all higher education teaching, learning and assessment. This key role has been created with approval from the Academic Council to provide support to higher education programme teams and to further enhance the experience of learners who undertake blended and online programmes of study with Chevron College.

The Director of Higher Education TLA will:

- Lead organisational higher education Teaching Learning and Assessment.
- Oversee and ensure the quality provision of all higher education supported by the Director of Academic Affairs.
- Operate as a Project Leader reporting to the Academic Council, to implement a strategic plan for blended and online learning linked to the overall teaching and learning strategy of Chevron College.
- Work collaboratively with academic colleagues and subject matter experts to develop and produce pedagogically effective e-learning and technology-enhanced, accessible and high-quality educational content and learning resources across all Chevron's programmes.



- Applying standard ID approaches, work collaboratively with academic colleagues to develop and produce blended and online educational content that is aligned to set programme and module learning objectives and outcomes.
- Work collaboratively with academic colleagues and specialist staff to ensure that the different media used are integrated so that they support and complement each other in enabling learner achievement of the stated learning outcomes and to ensure a learner-centered, consistent and engaging learning experience.
- Provide information and support to academic colleagues developing blended and online learning modules to ensure the use of the platforms that Chevron has committed to and that they are bound by the College's policies, systems, and processes for blended and online learning.
- Work with Chevron's Head of Student Support to provide information and support to colleagues on matters of copyright, intellectual property, open source and creative commons licencing.
- Have overall responsibility for ensuring that intellectual property rights and software licensing issues are addressed in the development and delivery of blended and online learning.
- Be responsible for ensuring that the delivery system for each online module/learning support resource is fit-for-purpose, with a clear statement of:
  - resources needed to complement any online technology,
  - how the technology is to be used by teaching and other personnel involved both individually and collectively, and
  - how it is to be used to confirm that the teaching and learning has occurred, including assessment and feedback for each individual programme.
- Ensure that effective arrangements are in place so that any blended and online learning elements of provision have had the reliability of their delivery systems tested and signed off in advance, with confirmation that appropriate technical support and contingency plans are in place.
- Have responsibility for implementing contingency arrangements in the event of platform, hardware or software failures.

- Have oversight of the management of the VLE for both programme administration (e.g. course creation/management and user management) and for the delivery of blended learning (activity creation, structured collaborative learning, etc.).
- Contribute to Chevron's internal CPD initiatives to provide training as required and to promote best practice in the pedagogy appropriate to online learning, the use of educational technology and the development of relevant digital capabilities among staff and learners.
- Develop, monitor, evaluate and update, information and protocols provided to staff and learners on the use of the full range of online interactions during their programme of study.
- Report to Chevron's Quality Policy and Procedures Committee on the planning, development, production, evaluation, learner engagement and updating of all digital content.
- Keep up-to-date with technology and platform developments to seek and identify possible improvements to the blended and online learning experience for learners.
- Provide planned and controlled opportunities for academic colleagues and other support and specialist staff to test new or evolving technologies not currently supported by the existing policy or provider platform.
- Working with the Director of Academic Affairs, develop, monitor and evaluate, the procurement of services, hardware and software to support blended and online learning ensuring that:
  - The availability and life expectancy of the technology is appropriate to the nature of the blended learning provision, numbers of learners and duration of programmes.
  - Approved transitional arrangements are in place to support any migration to new or different technology (hardware or software), taking account of the need to maintain compatibility with the technology that learners are using.
- Develop a robust costing model to develop and update learning resources and induction, training and support for staff and learners.

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### 2.1.3 Programme Leader Role

- Work with Chevron's Director of Academic Affairs and the Director of Higher Education Teaching Learning and Assessment, to ensure the management, delivery and academic integrity of the programme that they lead.
- Provide academic leadership, support and guidance to the programme team.
- Work with the Director of Academic Affairs and the Director of Higher Education Teaching Learning and Assessment, in matters relating to the management and professional development of the programme team.
- Work with the Director of Academic Affairs to recruit new staff members for the programme team and oversee staff inductions.
- Ensure that the appropriate content, teaching, and assessment methods are in place to meet the learning outcomes of each module on the programme.
- Ensure that a welcoming, relevant and effective induction programme is in place and provided to each cohort of learners.
- Ensure that programme handbooks are updated with any changes in course content and operations and in line with Chevron's guidelines.
- Have oversight of the academic and pastoral supports provided to the learners on the programme and work with the Head of Student Support to ensure that appropriate interventions are made where causes of concern are identified.
- Be a point of contact for learners/tutors/assessors/admin with academic issues.
- Oversee the implementation of all QA policies and procedures at programme level.
- Manage all sources of learner feedback and facilitate staff and learners to engage in quality assurance processes such as learner representation, learner surveys and the participation of staff and learners at programme meetings.
- Manage the assessment and certification process ensuring that all requirements are met within specified timeframes and adhere to monitoring and evaluation procedures.

- Liaise with external examiners and provide a formal response to their reports.
- Lead the short, medium and long-term planning, evaluation and review of the programme.
- Organise Programme Board meetings and report on programme metrics to the Academic Council.
- Take forward any new programme proposals in accordance with Chevron's new programme development strategy.
- Ensure relevant, accurate and up-to-date information on the programme is made available for marketing purposes.
- Raise the profile of the programme through research, presentations and networking with collaborative partners (where applicable), external bodies and national organisations.
- Keep abreast of learning and industry changes relating to the course and report to the Academic Council in respect of programme planning, monitoring and enhancement. HET programme leaders in particular, are expected to interact with national and international communities of practice.

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#### 2.1.4 Programme Lecturer/Tutor Role

- Deliver Chevron programmes within a weekly schedule and fixed period each semester, as agreed with the Programme Leader, to include induction, email support, phone support, VLE support, online delivery, classroom delivery, and mentoring.
- Employ a range of appropriate methodologies and teaching resources to deliver course content.
- Support learner engagement and progress through the programme.
- Report any student academic or welfare difficulties to the Programme Leader.
- Monitor academic standards and QA measures for relevant programme modules.
- Set, mark and return module assessments, in line with validation requirements and Chevron's QA procedures.
- Work as part of a team with other lecturers/tutors, administrators, support staff, QA and management, and with collaborative education and training partners.

- Attend programme review and staff development meetings.
- Assist with ongoing programme development: updating module content and assessment materials and new module development.
- Assist in the development of policies and procedures related to programme development and delivery.
- Engage in appropriate continuing professional development (CPD).

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### 2.1.5 Programme Administrator Role

- Provide learners with access details.
- Gather all admission documents for approval.
- Handle learner correspondence.
- Submit PEL insurance database on a monthly basis.
- Manage exam day/skills day registrations.
- Gather information for programme reviews.
- Submit learners' results to QQI.
- Submit learners for certification where appropriate.

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### 2.1.6 Head of Student Support Role

- Work with Chevron's Director of Academic Affairs, the Director of Higher Education Teaching Learning and Assessment, and Programme Leaders to monitor and review the delivery of Chevron's student support services including:
  - Studies Advisors
  - Library
  - Employment Services
  - Financial Services
  - Disability Liaison Office
  - Pastoral Care Services
- Discuss and review informal and formal student feedback on support services with the Programme Leader.
- Attend Programme Board meetings and report on student services to the Director of Academic Affairs.

- Promote a culture of quality and continuous improvement by supporting other team members in relation to QA standards, operational guidelines, evaluation and systems reviews of Chevron's student services.
- Work with the Director of Academic Affairs, the Director of Higher Education Teaching Learning and Assessment, QA Coordinator and Programme Leaders to further enhance and develop the provision of support services to Chevron's learners.
- Prepare an annual report on Student Services for review by the Academic Council.

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### 2.1.7 Studies Advisor Role

- Schedule an initial meeting with FET and HE learners during the induction process to support their transition to higher education.
- Carry out a technical assessment and provide support for technical issues as they arise. The Studies Advisor will also introduce learners to the support module on the VLE during this initial meeting, to include:
  - IT Skills
  - Assistive Technology skills
  - Study skills
  - How to approach a module
  - Referencing and academic writing
  - FAQ section
- Run 'learning to learn' live and recorded group webinars to support with areas of growth for FET learners.
- Run 'learning to learn' live and recorded group webinars to support HET students to develop the skills needed to approach their assessments. For example, to include but not limited to:
  - Preparing a PowerPoint presentation
  - How to Prepare for an Academic Presentation
  - Academic writing and Harvard referencing
  - Conducting literature searches using the online library
- Work closely with all staff on the programme team to ensure learners receive the necessary supports while on the programme.

- Report any learner academic or welfare issues to the Programme Leader.
- Maintain contact with the learner to provide advice and address any challenges the learner may encounter. The amount of contact with a Studies Advisor will be determined by the level, type and stage of the programme.

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#### 2.1.8 QA Coordinator Role

- Implement and maintain procedures and documentation relating to the approval, monitoring and review of all training and education programmes.
- Promote a culture of quality and continuous improvement by supporting other team members in relation to QA standards, operational guidelines, programme content, evaluation and systems reviews.
- Prepare and submit reports in required formats in line with management and stakeholder requirements.
- Prepare reports relating to quality assurance of individual programmes, reviewing and analysing KPIS as appropriate.
- Liaise with QQI and other certification agencies in relation to provider approval, programme validations and reviews.
- Support the Management Board and Academic Council in relation to QA standards, development, governance and management processes.
- Undertake other research and projects as requested by the Director of Academic Affairs.

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#### 2.1.9 RPL Advisor Role

- Provide guidance and advice to learners on the RPL process, including the documentation and identification of prior learning.
- Work with learners to ensure that all evidence is appropriately collected and documented.
- Support learners compiling their portfolios, providing feedback and guidance as needed.
- Liaise with academic staff to ensure that RPL assessments align with formal qualification requirements and academic standards.
- Maintain accurate records of RPL assessments, including evidence collected and outcomes achieved.

- Ensure that RPL process is conducted in a fair, consistent, and transparent manner, in line with relevant policies and procedures.
- Participate in continuous improvement activities to ensure that RPL processes are efficient, effective, and meet the needs of candidates and the institution.

## 2.2 Admissions & Marketing Roles

Admissions and Marketing activities include the promotion and sales of Chevron College's courses to potential learners, in line with enrolment guidelines, plus answering telephone and web queries. Team members also respond to queries from employers within the health and social care and childcare training sectors.

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### 2.2.1 Admissions Director Role

- Manage web-based and telephone sales campaigns for online and classroom education and training courses.
- Coach and develop team and individual performance in a solutions-based admissions context, responding to customer requirements and emerging needs.
- Manage web-based campaigns, admissions promotions and advertising campaigns and developing strategies to meet admissions goals.
- Monitor CRM database and analyse admissions data, to target and develop new campaigns.

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### 2.2.2 Training Consultant Role

- Respond to admissions enquiries sourced via Chevron College's website, web forms and phone call.
- Identify learners' training requirements and knowledge gaps, together with desired skills levels and career goals.
- Contact potential training and education customers to inform them about a course.
- Clarify specific customer requirements and close sales.



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### 2.2.3 Web Marketing & Analytics Team Roles

- Website maintenance and campaign updates.
- Researching online marketing campaigns and strategies.
- Implementation of online advertising and promotional strategies.
- Monitoring admissions trends, consumer behaviour, website analytics and SEO providing feedback to business management.

## 2.3 Operations Management Roles

Effective business operations ensure that appropriate resources are made available and used efficiently in delivering Chevron's services to its customers and wider stakeholders. Operations include the Finance and HR functions plus health and safety, IT, and general procurement.

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### 2.3.1 Operations Manager Role

- Oversight of people and resources plus managing day-to-day office activities.
- Work with Managing Director in business planning and implementation of action plans.
- Maintenance of key company documents and records.

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### 2.3.2 Finance Team Role

- Manage budgets and cashflow in financing day-to-day business operations (income/expenses).
- Handle staff payroll, company bank accounts, debtor controls and creditor management.
- Provide financial reports to the auditors and Management Board.

## 2.4 Academic Council External Members Role

The core role of the external members of Chevron's Academic Council is to provide an expert and independent voice on academic matters within the College, including:

- Protecting the interests of all existing and future learners.
- Ensuring that all programmes are delivered in line with validation requirements.

- Reviewing each course as part of the Council's work on a yearly basis, with particular attention on completion rates and stakeholder feedback.
- Ensuring that the organisation is seeking to implement strategies to enhance quality on an ongoing basis.

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#### 2.4.1 Role of External Chair

The External Chair of the Academic Council is a specific senior and new appointment implemented by Chevron College in July 2021 both as a matter of good practice and in response to the application to QQI for extension of scope. As well as being Chair of the Academic Council, the External Chair is expected to act as one of the College's leading representatives, which will involve the presentation of the College's academic aims and policies to external stakeholders (e.g. QQI). The External Chair will:

- Take the chair at meetings. This will involve:
  - the determination of the order of the agenda.
  - ensuring that Academic Council receives accurate, timely and clear information.
  - keeping track of the contribution of individual members and ensuring that they are all involved in discussions and decision-making. At all meetings the Chair should direct discussions towards the emergence of a consensus view and sum up discussions so that everyone understands what has been agreed.
- Take a leading role in determining the composition and structure of the Council. This will involve regular reviews of the overall size of the Council, the balance between internal and external members and the balance of gender, age, experience and expertise.
- Ensure effective communication with internal and external stakeholders.
- Provide leadership to the Academic Council. This will involve:
  - taking responsibility for the Council's composition and development.
  - ensuring proper information for the Council.

- planning and conducting Council meetings effectively.
- getting all members involved in the Council's work.
- ensuring the Council focuses on its key tasks – fulfils its TOR
- engaging the Council in assessing and improving its performance
- overseeing the induction and development of new members
- Support the Director of Academic Affairs in the management of Chevron's academic aims and quality policies and procedures.
- Convene Chevron's Appeals Board in the event of an appeal against an academic judgement. This will include appeals on decisions taken on admissions, exemptions, assessment and academic misconduct.
- Take action on behalf of the Council on any matter which in the Chair's opinion is either urgent (but not of sufficient importance to justify a Special Meeting of the Council) or non-contentious. Report on the reasons and outcomes of such actions to the next Council meeting.

For further information please see [Academic Governance](#).

### 3 The Quality Assurance System

As outlined in Section 1, the Quality Assurance (QA) system covers 11 main policy areas. These have been informed by the core Statutory Quality Assurance Guidelines published by QQI (April 2016), together with QQI guidance for Private Providers and on Blended Learning.

The following sections of the QA manual provide a detailed explanation of each policy area listed below:

Ref	Policy Area	Overview	Policy Owner(s)
QP1	Governance and Management of Quality	Systematic quality oversight of all Chevron's activities, with clear lines of responsibility	Management Board Academic Council
QP2	Documented Approach to Quality Assurance	Robust documented policies to support a QA culture	Management Board Academic Council
QP3	Programmes of Education and Training	Structured approach to evaluation and development of new programmes	Academic Council
QP4	Staff Recruitment, Management and Development	Hiring the right people, then supporting and developing them to meet their full potential	Management Board
QP5	Teaching and Learning	Providing an engaging learning process using appropriate teaching techniques	Academic Council
QP6	Assessment of Learners	Using suitable materials and methods to check on	Academic Council

		each learner's progress	
QP7	Supports for Learners	Helping the learner with proper supports and opportunities for feedback	Academic Council
QP8	Information and Data Management	Collecting relevant data to support and monitor Chevron's activities	Management Board
QP9	Public Information and Communication	Providing high quality and accurate information on Chevron's programmes and public profile	Management Board Academic Council
QP10	Other Parties involved in Education and Training	Ensuring effective working practices with both Irish and international training and education providers	Management Board Academic Council
QP11	Self-Evaluation, Monitoring and Review	Reflecting and reporting on all Chevron's training and education activities with a view to improving overall quality of the organisation	Management Board Academic Council

## 4 Governance and Management of Quality (QA Policy 1)

### 4.1 Policy Position and Ownership

Policy Owner	Person(s) Responsible for Policy Delivery	Current Version	Date of last revision
Management Board Academic Council	Management Board Academic Council Director of Academic Affairs Director of Higher Education TLA QA Coordinator Programme Leader(s)	V1.2	Apr 2022

Chevron's governance structures ensure a separation of academic and commercial activities within the organisation. Both the Management Board and Academic Council are committed to the effective monitoring and continual improvement of governance across the organisation. Appropriate structures, processes and measures are used to provide a robust system of governance to oversee all education and training activities.

### 4.2 Chevron's Governance Structure

Chevron recognises that the context of the organisation plays an important role in governance structures and their suitability. Chevron has developed a governance system which provides effective oversight of its education, training, programme research and support activities. This helps to ensure the overall quality of service delivery to learners and also to meet stakeholders' specific requirements.

Governance within Chevron evolved with the creation of an Academic Committee in 2018-19 to ensure that key decision-making in relation to training and education matters is independent of any commercial considerations, as outlined in Figure 4. The first meeting of the Academic Committee was held in January 2019. As

Chevron's scope of provision continued to expand, the committee was renamed as the Academic Council in March 2022. This was indicative of a higher-level governance committee, with operational committees involved in the day-to-day running of the College.



Figure 4: Governance domains within Chevron

### 4.3 Management Board and Governance

The Management Board has the primary responsibility for corporate governance within Chevron and the College President is responsible for the overall delivery of quality to stakeholders.

Chevron's Management Board meets monthly and has the primary oversight for the management and operational development of the organisation. Membership comprises: the College President, Director of Academic Affairs, Financial Controller, Admissions Director and the Operations Manager, who acts as Secretary to the board. The Chevron Management Board's agenda includes a review comprising:

- People & Operations:
  - Recruitment, staff motivation and personal development.
  - Effectiveness of all operating policies, structures and utilisation of resources.
- Finance:
  - Providing the financial resources required to deliver services to customers.
  - Ensuring profitable growth in line with business forecasts.
  - Submitting end-of-year accounts for financial and performance audit.
- Compliance and Risk management:
  - Ensuring legal obligations and stakeholders' QA requirements are met.
  - Identifying and acting upon risks identified through a SWOT analysis and similar tools and recommendations from the Internal Audit sub-committee.
- Quality & opportunities for improvement:
  - Reviewing feedback received from customers and stakeholders.
  - Monitoring quality, process variations, sources of waste and opportunities for process improvements.
  - Reviewing feedback from internal audits and making recommendations for changes to policies and procedures.
- Admissions & Marketing:
  - Identifying emerging trends within training and education.
  - Planning the delivery of new training and education courses.



- Ensuring that marketing actions lead to customer satisfaction.

The Management Board has established an Internal Audit Committee which exercises an oversight and reporting function regarding the organisation's operational activities. Internal audit reports are reviewed by an independent consultant to confirm adherence with ISO 9001:2015 requirements.

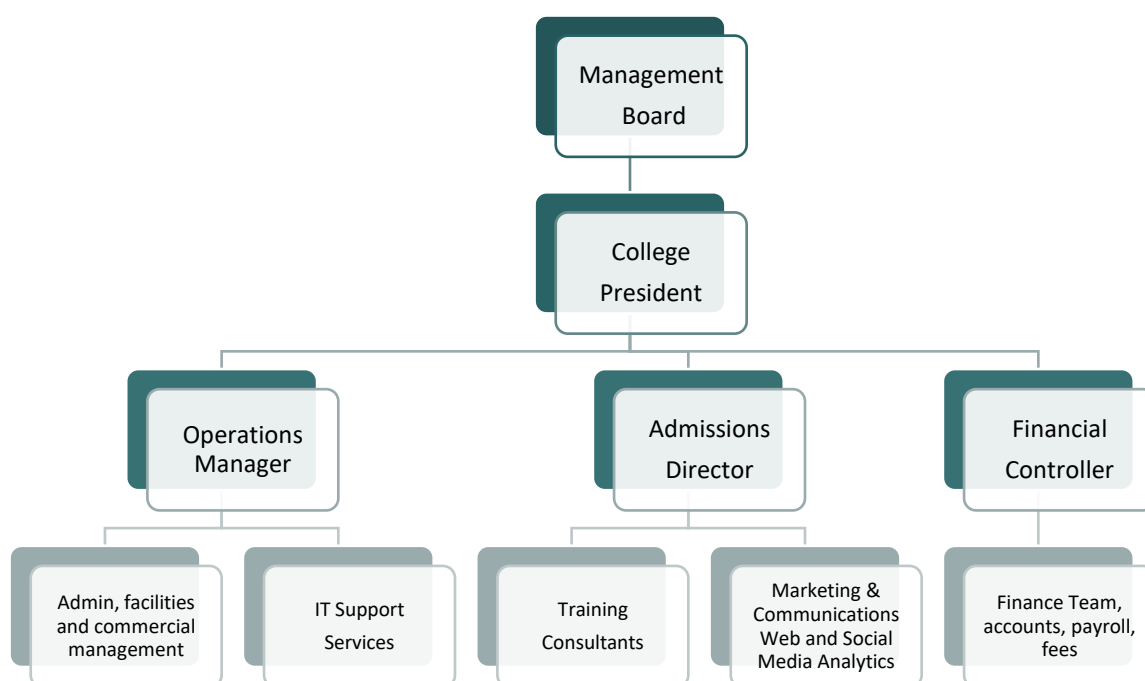


Figure 5: Chevron College Corporate Governance Structure

In September 2021, an Audit and Management Committee was set up as a sub-committee of the Management Board (incorporating the previous Internal Audit Committee) to identify potential risks to the college and propose risk mitigation strategies. This committee will comprise: The College President, Financial Controller and an external member with appropriate expertise who is independent of the college. The committee will have the discretion to co-opt internal subject matter experts to assist with the conduct of its business, as required. It will meet on a monthly basis and report to the Management Board.

## 4.4 Academic Governance

The Academic Council acts as the ultimate authority on all academic matters at Chevron College and provides independent oversight of Chevron's activities. Membership comprises external members with experience in further and higher education and blended learning appointed by the Board, in addition to Chevron faculty and learner representatives. The External Chair of the Academic Council is a specific senior and new appointment implemented by Chevron College in July 2021 both as a matter of good practice and in response to the application to QQI for an extension of scope.

Chevron's Director of Academic Affairs, the primary person with oversight of education and training activities within the College, is the link between Chevron's academic and corporate governance structures and represents the Academic Council on the Board.

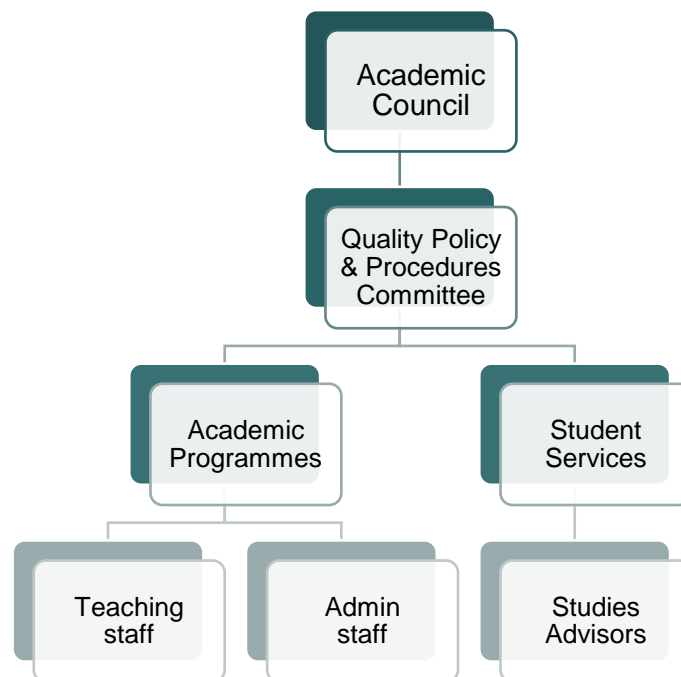


Figure 6 Chevron College Academic Governance Structure

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#### 4.4.1 Academic Council

##### 1. Purpose

The Academic Council acts as the ultimate authority on all academic matters and provides independent oversight of Chevron's education and training activities. The Council is responsible for protecting the academic reputation of the College and ensuring the quality of the FET and HE programmes that it offers. It has oversight of all aspects of academic governance to ensure compliance with both external and internal academic regulations and quality assurance standards.

##### 2. Format

###### 2.1 Membership of the Academic Council will comprise:

- Chair – An external member with high level expertise in higher education. The Chair will have relevant experience in management of academic standards and QA in higher education e.g. a former Registrar. They will be independent of Chevron College and will not have an employment or contracting history with the organisation.
- Chevron's Director of Academic Affairs, the primary person responsible for the oversight of education and training activities within the College.
- Three independent training and education professionals, representing HE and FET learner interests respectively, at least one of whom will have experience of HE blended learning provision. These individuals cannot perform any other duties for Chevron while sitting on the Academic Council.
- Two Programme Leaders responsible for course delivery inside different HE and FET disciplines within Chevron.
- One learner representative who is currently enrolled on a higher education programme or has completed a higher education programme within the previous four years. It is preferable, but not essential, that this representative will be from a higher education programme at Chevron College.
- One representative of Chevron's Quality Assurance (QA) team (who acts as Secretary to the committee).

- In 2023, the Council approved two new members from Chevron College: The Director of Higher Education Teaching, Learning and Assessment is a new role created by the college, taking on listed responsibilities from the Director of Academic Affairs. The Director of English Language Education at Chevron who is a member of the OPAC, also joined the Council.

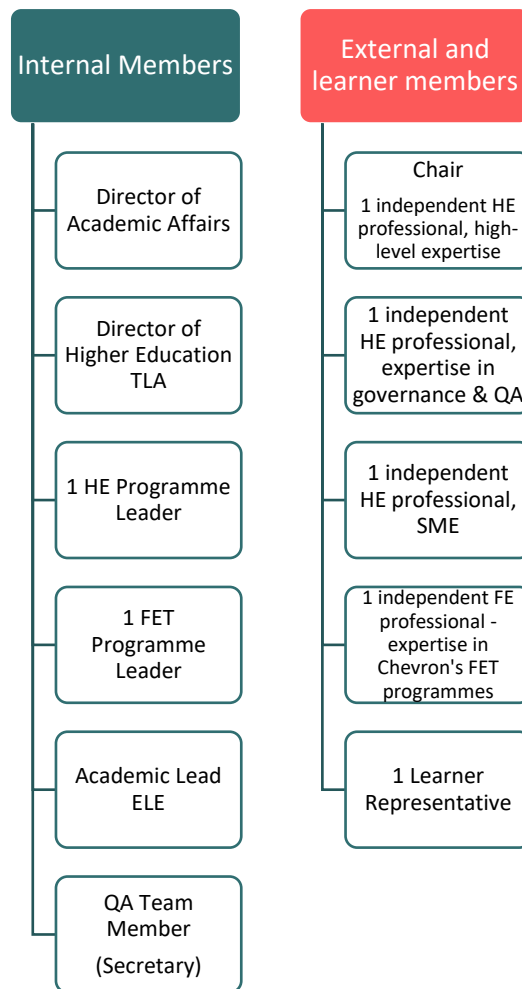


Figure 7: Academic Council Structure

2.2 The Director of Academic Affairs will represent the Council on Chevron’s Management Board.

2.3 The Council has the discretion to invite any person to attend its meetings to assist with the conduct of its business, including lecturers/tutors, student representatives, together with staff from Chevron’s administration, finance or admissions areas.

2.4 It should be noted that the President of Chevron College as beneficial owner of the Chevron business, is precluded from attending Academic Council meetings, thereby ensuring a separation of responsibilities between the academic and the business decision-making functions.

2.5 The Chair will take a leading role in determining the composition and structure of the Council, in consultation with the Director of Academic Affairs who will make recommendations to the Management Board. This will involve regular reviews of the overall size of the committee, the balance between internal and external members and the balance of gender, age, experience and expertise.

### 3. Terms of Office

The term of office for the independent members of the Council will be 3 years. Membership is limited to two consecutive terms. Such members may not be reappointed until at least one term has passed.

### 4. Terms of Reference

4.1.1 On behalf of Chevron's Management Board, the Academic Council will have oversight of the strategies, policy and procedures to quality assure and enhance the teaching, learning and assessment of learners at Chevron College, including but not restricted to:

- Programme management, development and review
- New programme approval and development
- Staff recruitment and development
- Teaching and Learning strategy and environments
- Learner admission, retention and progression
- Supports for learners
- Assessment and the protection of Academic Integrity
- Academic Research

4.1.2 Be responsible for the annual programme review process by receiving an annual summary report of programme monitoring outcomes and by considering and making recommendations on any QA or enhancement matters arising from this report. Programme monitoring will include learner and employer feedback.

4.1.3 To review and recommend for approval to the Management Board, all proposals for new programmes and for the development of programmes at Chevron College.

4.1.4 To approve and oversee the design, development and review of programmes, with a view to maintaining the academic standards of Chevron College and in accordance with the budgets approved by the Management Board.

4.1.5 To review, make recommendations on and approve policies and strategies in relation to all aspects of teaching and learning development, delivery and assessment within Chevron College.

4.1.6 To oversee and periodically review the work of all sub-committees related to the protection of academic standards such as the Results Approval Panel, Academic Misconduct Panel and Appeals Board.

4.1.7 To have oversight of and periodically review, the work of the Board of Examiners to be satisfied that the Board is being run in accordance with the processes and procedures of Chevron College.

4.1.8 To receive and make recommendations on an annual report from the Head of Student Support, as part of monitoring student learning communities in terms of both academic supports and student wellbeing and pastoral supports.

4.1.9 To receive recommendations from Chevron's QA Policy and Procedures Committee on the annual monitoring, periodic review and development of policies and procedures for the maintenance of academic standards, and to review and approve policies and procedures to quality assure and enhance Chevron's educational provision in response to changes to academic regulations or quality standards and in line with best practice.

4.1.10 To oversee Chevron's relationship with relevant external bodies. This will include responsibility for any organisation-wide academic review by external bodies. It will also include oversight of the development of Chevron's *Quality Assurance Manual* by the QA Policy and Procedures Committee in compliance with QQI's Core Quality Assurance Guidelines, Annual Quality Reporting to QQI and any other relevant external requirements.

4.1.11 To prepare and submit an annual report and action plan to Chevron's Management Board

## 5. Conduct of meetings

### 5.1 Frequency of meetings

The Academic Council is scheduled to meet quarterly. The exact frequencies of meetings will depend on the volume and nature of business. In the event a matter arises between meetings an ad hoc committee will be formed to consider the matter on behalf of the Academic Council. All members will be invited to attend and decisions advised to the Academic Council.

### 5.2 Quorum

5.2.1 A quorum for the committee will be at least 3 members with at least one external member present, in addition to the Chair. Members of the committee may attend in person or by Zoom link, at the discretion of the Chair. In exceptional circumstances, the Chair may nominate an external member to deputise for them.

5.2.2 In the event that he/she is unable to attend a meeting, a member of the committee may exceptionally arrange for a suitably qualified deputy to attend in their place, subject to the prior approval of the Chair.

### 5.3 Agenda and Minutes of Meetings

5.3.1 The Chair will determine of the order of the agenda and ensure that the Committee receives accurate, timely and clear information ahead of each meeting.

5.3.1` The agenda is divided into three sections:

- a. Adoption of the agenda, minutes of the previous meeting and matters arising from these minutes.
- b. Policy and strategy issues.
- c. Items for formal approval.

5.3.2 In advance of each meeting (and by a specified deadline), the members of the committee will be requested to notify the Secretary of any agenda items which they wish to have discussed at the meeting.

5.3.3 The Secretary will keep formal minutes of every meeting of the committee and will circulate these in draft form to all members prior to the next meeting.

5.3.4 The agenda item 'any other business' will be used only (a) to inform the meeting of agenda items which are proposed for the next following meeting or (b) to convey briefly other items of information of a factual nature.

#### 5.4 Decision making

5.4.1 Where a motion has been put to the meeting, the Chair will ask the committee whether or not it assents, and the decision will normally be unanimous. Where there appears to be a division of opinion, the Chair will call for a vote. Such a vote may also be requested by any member. The results of voting will be counted and recorded by the Secretary.

5.4.2 It is open to any member to propose a motion demanding a secret ballot and this motion, if seconded, can be dealt with in the usual way.

5.4.3 The number of votes for and against a motion, and the number of abstentions, will be recorded in the Minutes of the Committee.

5.4.4 If the votes for and against a proposal are equal, the Chair has an additional casting vote as Chair.

5.4.5 All voting will be by majority vote, with all majority votes requiring the support of at least one external member to be carried.

5.4.6 The Chair will keep track of the contributions of individual members and ensure that they are all involved in discussions and decision-making.

5.4.7 At all meetings the Chair should direct discussions towards the emergence of a consensus view and sum up discussions so that everyone understands what has been agreed.



5.4.6 The Chair is empowered to take action on behalf of the committee in any matter which in the Chair's opinion is either urgent (but not of sufficient importance to justify a Special Meeting of the committee) or non-contentious. The reasons and outcomes of such actions shall be the subject of a formal report by the Chair to the next committee meeting.

---

#### 4.4.2 Appeals Board

##### 1. Purpose

The Appeals Board is a sub-committee of Academic Council which is convened by the Chair of the Academic Council in the event of an application for appeal against an academic judgement. This includes appeals on decisions taken on:

- Assessment
- Admissions
- Exemptions
- Academic misconduct

##### 2. Membership

- External Chair of the Academic Council (Chair)
- One Programme Leader not previously involved in the case
- At least one other external member of the Academic Council
- QA Coordinator (Secretary)

2.1 The Appeals Board is considered quorate when the Chair and two others are present. Members may attend in person or by Zoom link, at the discretion of the Chair.

##### 3. Responsibilities

3.1 The role of the Appeals Board is to consider the case put forward by the learner and to determine whether the appeal should be accepted or rejected. The finding of the Board is determined by majority vote. In the case of a tied decision, the Chair has the casting vote.

3.2 An appeal is not a re-hearing of the case previously presented under the relevant procedure.

3.2 The Appeals Board may seek (through the Chair) such information or advice as it considers necessary and, in such manner, as it considers appropriate.

3.3 Where an appeal is accepted the Appeals Board is required to determine the appropriate actions to be taken.

3.4 Within 5 working days of the appeal hearing, the QA Coordinator will notify the Director of Academic Affairs and the appellant of the decision of the Board, on behalf of the Chair, setting out the result of the appeal.

3.5 The decision of the Appeals Board is final. No further correspondence will be entered into.

3.6 The QA Coordinator will notify the Programme Administrator so that the learner's record will be updated and any changes to grades or awards made (and notified to QQI) if applicable.

3.7 The Programme Leader will be notified of the decision of the Appeals Board by the QA Coordinator and will arrange for completion of any recommended actions, which will be reported to Academic Council.

3.8 The QA Coordinator will take minutes of the Board meeting which, on approval by the Chair, will be circulated to the Academic Council, prior to their next meeting.

---

#### 4.4.3 Academic Misconduct Panel

##### 1. Purpose

The Academic Misconduct Panel will be convened by Chevron's Director of Academic Affairs in the event of an incident of serious academic misconduct by a learner or any repeated academic misconduct following the issue of a Level B Penalty. (See: [Section 10.4 Academic Integrity.](#))

##### 2. Membership

- Director of Academic Affairs (Chair)
- One Programme Leader

- At least one other senior member of Chevron's academic staff

The staff member(s) alleging the misconduct may not participate in this panel. The panel may only consist of academic staff that have not been previously involved in the case.

### 3. Responsibilities

3.1 The Director of Academic Affairs will advise the learner by email of the allegation and the date of the Academic Misconduct Panel. The learner will have 5 working days to submit a response to the allegation.

3.2 In determining whether the allegation has been proven, the Academic Misconduct Panel will have due regard of the need to:

- (a) maintain Chevron's academic standards
- (b) deal equitably with the learner
- (c) ensure that any penalty applied is proportional to the offence

3.3 Where the panel believe that the misconduct is likely to have occurred, the learner will be issued with a Level C penalty.

3.4 Where a Level C penalty is issued at the first assessment opportunity, the coursework concerned will be issued a mark of 0% and the learner will be required to resubmit the assessment. The relevant module will be capped at the minimum pass mark.

3.5 Depending on the severity of the academic misconduct, further sanctions open to the panel may include:

- Repeating the programme stage
- Suspension of studies for a semester
- Expulsion from the college.

3.6 The QA Coordinator will notify the learner by email of the decision made by the Academic Misconduct Panel.

3.7 The QA Coordinator will take minutes of the Board meeting which, on approval by the Chair, will be circulated to the Academic Council, prior to their next meeting.

3.8 Learners have a right of appeal to the Appeals Board following the judgement of the Academic Misconduct Panel.

3.9 Any member of the Academic Council that has been involved in the prior decision of the Academic Misconduct Panel, will not participate in this appeals process.

---

#### 4.4.4 Programme Board

##### 1. Purpose

The Programme Board is the formal body responsible for the management, ongoing monitoring and development of Chevron's programmes and reports to the Academic Council.

##### 2. Format

2.1 The members of the Programme Board are:

- Programme Leader (Chair)
- All teaching staff associated with the programme
- Student representatives (at least one per cohort on HET programmes)
- Head of Student Support
- Director of Higher Education TLA
- Director of Academic Affairs and/or QA team representative
- Programme Administrator (who acts as Secretary to the Board)

2.2 The Programme Leader will act as Chair of the Board and will represent the programme as required by Chevron's Academic Council.

2.3 The Board has the discretion to invite any person to attend its meetings to assist with the conduct of its business, including lecturers/tutors, learner representatives, and staff from Chevron's administration, finance or admissions areas.

### 3. Terms of Office

Learner representatives will be the elected class representatives for each cohort on HET programmes.

### 4. Terms of Reference

#### 4.1 Teaching, learning and assessment

4.1.1 To review all aspects of the delivery and assessment of the programme.

4.1.2 To review learner engagement, retention, progression and achievement.

4.1.3 To consider the recommendations of External Examiners and to implement these where appropriate.

4.1.6 To contribute to a self-evaluation report for the evaluation of the programme.

#### 4.2 Curriculum

4.2.1 To ensure that the programme is kept up-to-date and relevant.

4.2.2 To undertake the development of new programmes, under the guidance of Chevron's Director of Academic Affairs.

#### 4.3 Quality assurance and enhancement

4.3.1 To review the procedures for maintaining academic standards ensuring they conform to QQI guidelines.

4.3.2 To consider internal and external feedback that will support the continuous development of the programme.

4.3.3 To prepare and submit an annual Programme Review report to Chevron's Academic Council.

4.3.4 To act on any matters arising from the Programme Review process.

#### 4.4 Learner experience

4.4.1 To provide a forum where the views of learners about the content, delivery, assessment and management of the programme are discussed.

4.4.2 To monitor the effective provision of learner supports including academic supports, technical supports, reasonable accommodations, pastoral care and other services.

4.4.2 To act on the feedback given by learners on the programme.

## 5. Conduct of meetings

### 5.1 Frequency of meetings

One formal Programme Board meeting will be held annually for each FET programme. Two meetings will be held to review HET programmes during the academic year, one after each semester. Programme team members and learner representatives may attend in person or by Microsoft Teams link, at the discretion of the Chair.

### 5.2 Quorum

5.2.1 A quorum for the meeting will be at least 3 Chevron staff members including the Chair, with at least one learner representative present.

5.2.2 In the event that he/she is unable to attend a meeting, a member of the Board may exceptionally arrange for a suitably qualified deputy to attend in their place, subject to prior approval by the Chair.

### 5.3 Agenda and Minutes of Meetings

5.3.1 The agenda is divided into three sections:

- a. Adoption of the agenda, minutes of the previous meeting and matters arising from these minutes
- b. Policy and strategy issues
- c. Items for formal approval.

5.3.2 In advance of each meeting (and by a specified deadline), the members of the Board will be requested to notify the Secretary of any agenda items which they wish to have discussed at the meeting.

5.3.3 The Secretary will keep formal minutes of every meeting of the Board and will circulate these in draft form to all board members prior to the next meeting.

5.3.4 The agenda item 'any other business' will be used only (a) to inform the meeting of agenda items which are proposed for the next following meeting or (b) to convey briefly other items of information of a factual nature.

#### 5.4 Decision making

5.4.1 Decisions of the Programme Board will be made by consensus. Where there appears to be a division of opinion, the Chair will call for a vote.

5.4.2 If the votes for and against a proposal are equal, the Chair has an additional, casting vote as Chair.

5.4.6 The Chair is empowered to take action on behalf of the Board between meetings in any matter which in the Chair's opinion is either urgent or non-contentious. The reasons and outcomes of such actions shall be the subject of a formal report by the Chair to the next Board meeting.

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#### 4.4.5 Board of Examiners

A Board of Examiners will be established for each validated HET programme following a successful application to QQI. Meetings of the Board of Examiners will be held after each semester and programme stage to consider:

- grades for assessments
- grades for modules
- eligibility to progress from one stage in a programme to the next
- eligibility for higher education awards
- classifications of awards, where applicable.

Chevron's Academic Year will run over two semesters, with a repeat assessment period and Board of Examiners organised before the start of the next academic year. It will be the responsibility of the Programme Leader to organise the dates of the Boards of Examiners to ensure that all learners, including those who have failed or deferred an assessment, will have the opportunity to complete all assessments before the commencement of the next academic year.

The Board of Examiners is a sub-committee of and will be accountable to Chevron's Academic Council, who will review a Board of Examiners Report, External Examiner Report and Assessment Trend Analysis for each programme. (For further information and proposed ToR for the Board of Examiners see: [Section 10: Assessment of HET Learners.](#))

Except for the appeals process, the Board of Examiners will have the final decision concerning assessment results. Chevron's Academic Council will be responsible for overseeing appeals of decisions made by Boards of Examiners, through its Appeals Board.



	Academic Committee	Programme Board	Internal Exam Board	Board of Examiners	RAP HE	RAP FET	Research Ethics	Quality Policy & Procedures
September			X (repeats)	X (repeats)	X (repeats)		X	X
October	X					X		X
November								X
December	X					X		X
January			X (Sem 1)	X (Sem 1)	X (Sem 1)			X
February		X				X		X
March	X							X
April						X		X

May								X
June	X		X (Sem 2)	X (Sem 2)		X		X
July		X			X (Sem 2)			X
August						X		X

Figure 8: Indicative Schedule of Committee Meetings

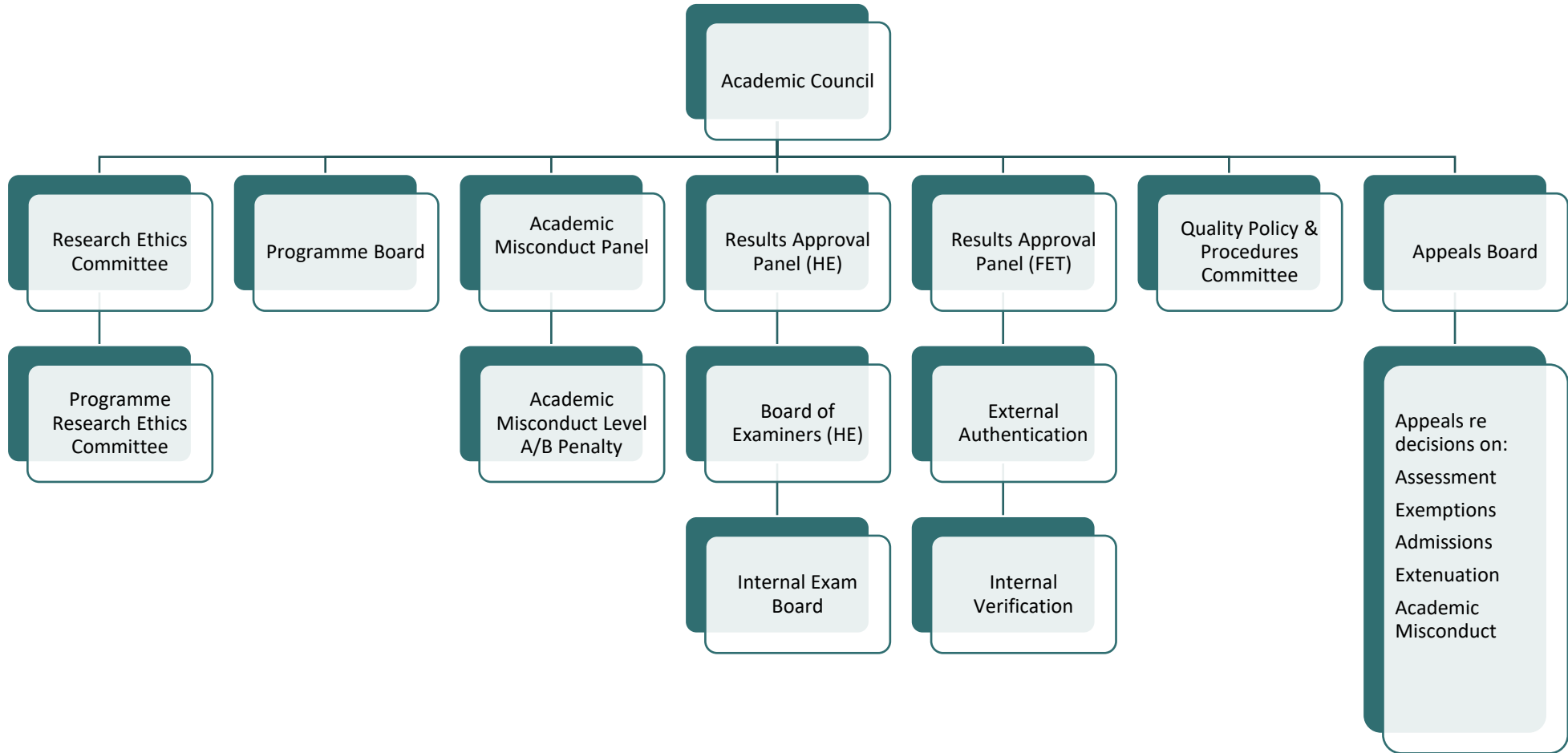


Figure 9: Academic Council: QA Reporting Structure

## 4.5 Management of Quality Assurance

The Management Board makes a formal review of quality every month during its Management Review meeting, addressing any issues in relation to people and resourcing plus reviewing self-evaluation and internal audit reports.

The Academic Council is enabled to provide feedback on quality assurance and quality enhancement to the Management Board, based on its own work and the results of Programme Reviews.

Staff induction processes include a briefing on Chevron's mission and values, a planned assimilation programme for new hires and on-the-job training by managers and supervisors. This is supported by clear processes and procedures so that managers can track progress against KPIs and other quality measures.

Negative feedback and complaints are dealt with by the relevant manager, with a complaints process, disciplinary process and objective analysis of the issues, in order to make recommendations for any corrective actions.

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### 4.5.1 Role of the Quality Policy & Procedures Committee

The Quality Policy & Procedures Committee (QPPC) is responsible for day-to-day implementation of quality assurance (QA) within Chevron, with a primary reporting responsibility to the Academic Council, plus additional commentary to the Management Board on any business and operations QA issues. The committee is comprised of the Director of Academic Affairs, Director of Higher Education Teaching Learning and Assessment, Academic Lead English Language Programmes, QA Coordinator and Head of Student Support and seeks input from teaching and administration staff to track QA in the delivery of Chevron's services.

The QPPC will meet monthly, or more frequently if required by the Director of Academic Affairs, as part of the on-going monitoring and enhancement activities of the College including programme validation, programme review and revalidation, annual monitoring reporting, External Examiner reporting, the Annual Quality Report to QQI and associated quality improvement planning and institutional review etc. The QPPC will be active during the implementation of any new QA policies and procedures. When new QA becomes embedded, less requirement is placed on this

committee to support day-to-day quality management structures within the organisation. Due to the Chevron's Extension of Scope of Provision in 2022, the College envisages this committee will be very active through a number of HE cycles.

For further information and ToR see: Section 5 [Documented Approach to Quality Assurance](#) (QA Policy 2).

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#### 4.5.2 Programme Monitoring

The Director of Academic Affairs, Director of Higher Education Teaching Language and Assessment, Head of Student Support, QA Coordinator, Programme Leaders, tuition, and administration teams monitor progress and QA through a range of formal, semi-formal and informal channels, (Appendix C). The techniques used are designed to capture 'the voice of the customer' through learner surveys and feedback forms, as learner satisfaction is fundamental to the success of Chevron's business.

Lecturers/tutors and administrators are uniquely positioned to receive and respond to learner feedback through their day-to-day interactions with individual learners. Team meetings facilitate the sharing of best practice approaches, both formally and informally, in response to learners' emerging needs.

Management maintains regular contact with QQI and other stakeholders (e.g. major healthcare and childcare employers) through discussions and meetings in order to monitor changing requirements within the wider training and education environment.

Formal monitoring of programme delivery is through Programme Board meetings, Academic Council meetings and Management Board meetings. These meetings include set agenda items geared towards monitoring QA and learner satisfaction. Class representatives will be a key link between learners and lecturers on HET courses and will attend monthly meetings with the programme delivery team.

Programme self-evaluations also provide opportunities to consider QA issues at a more granular, module delivery level, while ISO9001:2015 audits offer a wider perspective on Chevron's progress against internationally-recognised QA benchmarks.

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### 4.5.3 New Programme Development and Validation

Ideas for new programmes emerge from various sources including:

- Learner and employer feedback, e.g. survey responses, learner-tutor discussions, group meetings.
- Tutor and programme leader discussions and feedback.
- Responses to marketing activities and promotions, e.g. phone calls, web chats, social media postings, competitor analysis and survey responses.
- Forward planning business meetings, analysis of employment and training data and reports, plus wider discussions with stakeholders.

All of the above factors may be used in the new programme development process, which is outlined in Figure 10 overleaf.

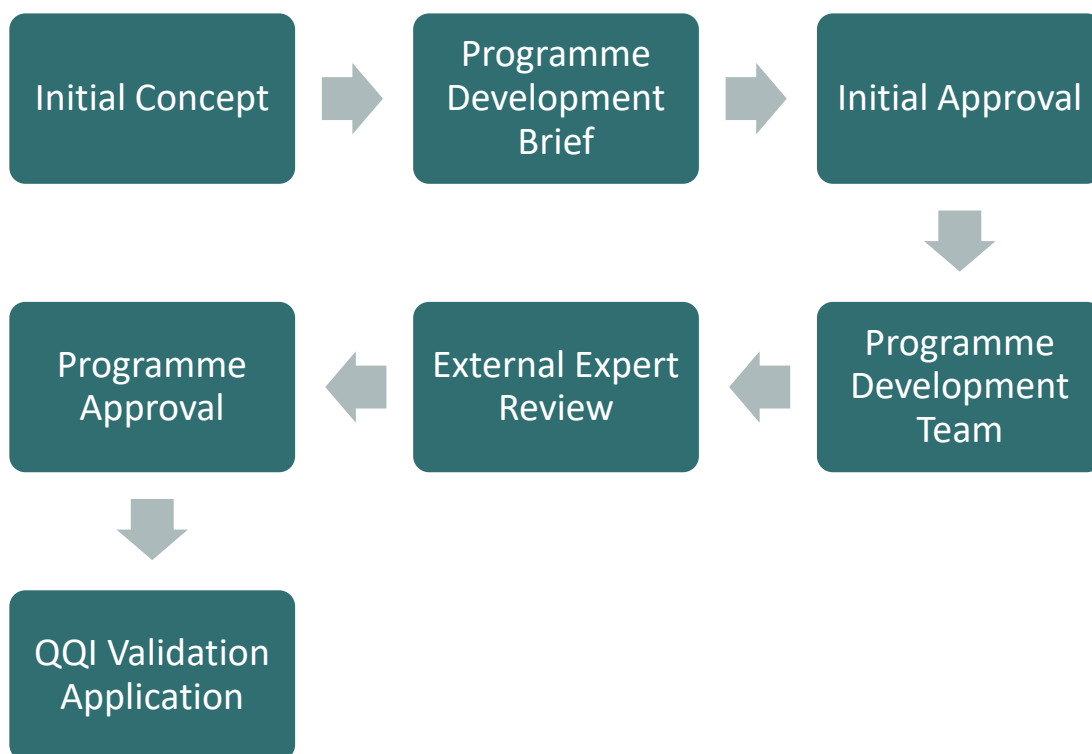


Figure 10: Chevron's New Programme Development Model

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#### 4.5.4 Programme Development Brief and Business Case

The programme development process commences with an initial project scope and the creation of an outline business case. This baseline information will then be used by the Director of Academic Affairs to create a Programme Development Brief, based on the following criteria:

- Programme level, content and proposed delivery method.
- Potential risks and opportunities related to the proposal.
- Initial business case, expected learner demand and alternative provider sources for the proposed programme.
- Engagement of employers and other stakeholders in design and development.
- Outline of costs, resources and project timetable for development and validation.

The Programme Development Brief is then referred for approval at two levels within the organisation:

- academic review and approval by the Academic Council; and
- business case review by the Management Board.

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#### 4.5.5 Programme Development Team

Once agreement in principle has been achieved, the Director of Academic Affairs will appoint a Programme Development Team to develop the proposed course content, comprising the Programme Development Manager, the relevant Programme Leader, subject matter experts, policy guidance and QA inputs.

The Programme Development team will be tasked with developing a programme prototype and validation pack. This will include a comparative analysis of similar programmes in Ireland and internationally and will consider:

- award type and NFQ level
- programme learning outcomes
- module learning outcomes and credit weightings
- mode of delivery and duration

- teaching, learning and assessment methodologies
- expected learner workload
- placement opportunities
- entry requirements
- access, transfer and progression
- availability of exit awards
- any special regulations
- professional accreditation
- programme objectives and Chevron's overall strategy.

As soon as the Programme Development Team has completed this work, a full draft of the programme document will be reviewed by an external subject matter expert. It will then be referred back to the Academic Council for review and approval at academic level before going before the Management Board for management approval. These reviews reconsider both the comprehensive academic and detailed business cases in relation to the new programme, including any revisions made in response to the report by the external expert.

This is a critical milestone for the Programme Development Team, requiring both academic and corporate sign-off. Factors to be considered at this point include:

- Revisiting the strategic business case and its alignment with Chevron's corporate vision.
- The academic quality of the proposed content, delivery and teaching methods.
- Core stakeholders' prior feedback, e.g. learners, tutors, marketing, QQI, plus any changes in their views.
- Staffing and resourcing requirements.
- Validation and accreditation requirements, e.g. descriptor documents (objectives, aims, learning outcomes, delivery modes, assessment, learner access and progression) plus self-evaluation.

Once the programme prototype and validation pack have been approved by both the Academic Council and Management Board, the programme proposal will then be submitted to QQI for validation using the required format. The report of the external



subject matter expert (and a narrative including revisions made in response to the feedback provided) will be submitted alongside the programme document for consideration by QQI's Independent Panel of Evaluators.

The development process outlined in Figure 8 will be followed by both a desktop review and an external panel review by QQI with feedback to Chevron before a final recommendation and decision is made by QQI in relation to the programme validation.

QQI continue to monitor validated programmes to ensure that Chevron complies with its validation requirements during programme delivery. Chevron's Director of Academic Affairs and administrators maintain a record of validation dates in order that programmes can be submitted to QQI for review and revalidation in a timely manner.

For further information on this process see: Section 6.2 [New Programme Development](#) (QA Policy 3).

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#### 4.5.6 Embedding A Quality Culture

Chevron's management aims to create a consistent culture of quality throughout the organisation by encouraging robust channels of communication, both formal and informal. Customer satisfaction and the quality of services are key, with all staff members being encouraged to contribute feedback and suggestions for process improvements. Methods used to foster a quality culture include:

- Policies and procedures are designed in consultation with all those involved in their implementation, as well as in line with guidance from key stakeholders: e.g. feedback received from staff during internal audits and external reviews is used to develop better systems and processes. Chevron uses a 'plan-do-check-act' model to track the effectiveness of existing policies and gain insights into emerging requirements for new policies.
- People are trained in a 'systems thinking' approach to problem solving: e.g. processes are mapped to describe and explain the quality assurance feedback and feedforward paths so any variations can be clearly understood and corrected.

- Using a balanced, organisation-wide approach to the implementation of quality assurance procedures to encourage a sense of ownership of quality amongst all staff.

Progress in embedding a quality culture is measured by the Management Board and Academic Council using methods such as line manager monitoring reports, staff reviews, stakeholder feedback, learner surveys, internal and external audits, staff alignment and conformity with QA procedures, plus staff training and professional development.

## 5 Documented Approach to Quality Assurance (QA Policy 2)

### 5.1 Policy Position and Ownership

Policy Owner	Person(s) Responsible for Policy Delivery	Current Version	Date of last revision
Management Board Academic Council	Management Board Academic Council Director of Academic Affairs Director of Higher Education TLA QA Coordinator Programme Leader(s)	V1.2	Apr 2022

Chevron aims to provide a comprehensive Quality Assurance (QA) system that is fully documented, sets out the organisation's commitment to quality delivery and continuous improvement, plus is capable of monitoring QA standards and ensure that these are being achieved by the organisation. This QA provision covers both Chevron's corporate activities and academic domains, including programme delivery, research and related development activities.

Chevron also recognises that a modern QA framework should seek to facilitate diversity and support future innovation within the organisation, so that all staff members are able to contribute to the development of policies and procedures.

The Quality Policy & Procedures Committee (QPPC) is responsible for day-to-day implementation of quality assurance (QA) within Chevron, with a primary reporting responsibility to the Academic Council, plus additional commentary to the Management Board on any business and operations QA issues.

The committee is convened monthly by the Director of Academic Affairs and is most active during re-engagement and the implementation of new QA policies. When the

new QA becomes embedded, less requirement is placed on this committee to support the day-to-day quality management structures within the organisation.

## 5.2 QPPC Terms of Reference

### 1. Purpose

The Quality Policy & Procedures Committee (QPPC) is responsible for day-to-day implementation of quality assurance (QA) within Chevron College and is convened monthly by the Director of Academic Affairs. It has responsibility for documenting QA procedures and reports directly to the Academic Council as this body has strategic responsibility within this area. A core function of the Quality Policy & Procedures Committee is to ensure that all policies and procedures are fit for purpose.

### 2. Membership

- Director of Academic Affairs (Chair)
- Director of Higher Education TLA
- Academic Lead English Language Education
- Head of Student Support
- QA Coordinator (Secretary)

The Chair may also co-opt specific individuals with particular knowledge or experience to assist with the development and review of policies and procedures; this may include both external experts and in-house skills, e.g. Admissions Director, Programme Leaders, Finance team, etc.

### 3. Responsibilities

3.1 The QPPC will foster a consistent culture of quality throughout Chevron College, encouraging robust channels of communication, both formal and informal.

3.2 The QPPC will ensure that learner, staff and other stakeholder feedback forms part of QA policy development within Chevron.

3.3. The QPPC will undertake a periodic review of all QA policies and make recommendations for updates to same, arising from internal review and quality enhancement processes and from external sectoral or legislative changes.

3.4 All work undertaken by the QPPC is subject to review and endorsement/approval by the Academic Council, where the external FET and HET expertise will offer independent critical thinking and valuable insights on the management of quality within the College.

## 5.3 Documented Policies and Procedures

An effective QA framework requires a documented approach to enable staff to deliver a proper QA system. Therefore, policies, procedures and other QA documents have been developed to support the management, delivery and control of Chevron's products and services. These documents are owned and controlled by the QA Policy & Procedures Committee and are made available to staff on the shared drive. This ensures that every staff member has access to the correct documents to deliver Chevron's services.

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### 5.3.1 Policy Templates

Management recognises that these policies and other QA-related documents are essential in the creation and delivery of high-quality products and services for customers and stakeholders. Policies and standard operating procedures (SOPs) are version-controlled and date marked, with a designated future review date. This monitoring process ensures that policies continue to meet the needs of customers and other stakeholders.

The QA Policy & Procedures Committee owns all policies, which generally follow a common template:

- Policy title
- Date effective, version number
- Policy owner, e.g. Director of Academic Affairs
- Policy scope and purpose
- Policy details and review date
- Policy is informed by and aligned with QQI guidelines
- Where policies are to be shared publicly, they are available in a user-friendly manner (e.g. via the Chevron College website)

As a controlled document, the current version of each policy is logged in the Document Control File.

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### 5.3.2 Document Controls

Chevron implements a strict document control and ownership system. All overarching QA documents are owned and controlled by the QA Policy & Procedures Committee. Course-specific documents are owned and controlled by the relevant Programme Leader, with the QPPC being informed of any new or updated documents.

The QA Coordinator uses internal audits and ongoing reviews to monitor the effectiveness of each process during the course of the year. In addition, the QA Policy & Procedures Committee has prime responsibility for monitoring the effectiveness of Chevron's record-keeping, policies and procedures to ensure that the QA system is working effectively. The QPPC monitors and reviews the following sources:

- Audits:
  - Internal audits
  - External QA audits
- Learners:
  - Learner surveys and feedback
  - Complaints log
- Management oversight:
  - Management review meetings
  - Academic Council meeting minutes

All documents required to deliver Chevron's training and related services are periodically reviewed by the relevant document owner to ensure that they remain effective and 'fit for purpose'. This ensures that staff can only use the current approved version of each document. Factors to be considered in making amendments to documents may include:

- Changes in stakeholder requirements (e.g. new or emerging QQI guidelines).
- Operational feedback (both internal and external).

- Findings and recommendations arising from internal audits.

The overall aim is to achieve continuous improvement in delivery of Chevron's services.

Documents are stored and accessible within the shared network drive, ordered by business function and process. The QA Coordinator works with the relevant document owners to:

- Update documents
- Make changes and identify revision status
- Control document access and distribution
- Prevent the use of obsolete documents
- Facilitate proper archiving of each document type

The Operations Manager and QA Coordinator maintain a master record (Document Control File) listing all controlled documents and their owners.

## 6 Programmes of Education and Training (QA Policy 3)

### 6.1 Policy Position and Ownership

Policy Owner	Person(s) Responsible for Policy Delivery	Current Version	Date of last revision
Management Board Academic Council	Management Board Academic Council Director of Academic Affairs Director of Higher Education TLA QA Coordinator Programme Leader(s)	V1.2	Apr 2022

Chevron is committed to the development and delivery of programmes that meet the needs of its learners and anticipate future training needs. Both the Management Board and Academic Council engage in long-term planning to support the design and external approval of new courses and programmes of study. Programmes are developed and reviewed in order to ensure that they:

- Meet QQI's validation requirements.
- Meet the course specification, learning outcomes and standards for the award.
- Meet the emerging needs of learners, the economy and society.
- Offer suitable learning and progression paths for a diverse range of learners.
- Ensure continuous improvement in order to meet national quality standards.

### 6.2 New Programme Development – Needs Identification

Chevron identifies the needs for a proposed programme through the following sources and methods:



- Management Board and Academic Council initiatives (e.g. product and process improvements).
- Programme Review panels.
- Learner surveys and feedback.
- Prospective learner enquiries.
- Employer surveys, external experts and other stakeholder feedback.
- Discussions with training and education partners, e.g. ETBs.
- Research in relation to emerging skills requirements, impending legislation and regulation.
- Industry networking events, conferences and publications.
- Programme Leader and tuition team insights.
- Market testing via Google and Admissions team's insights.

Regardless of the origin, it is essential to ensure the proposed course has a valid Business Case and the organisation is sufficiently resourced both in terms of human financial resources to justify the development and delivery of the programme.

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### 6.2.1 Strategy and Planning for Blended Learning

The majority of Chevron's programmes are delivered through blended and online learning and the College will have regard to the guidelines set out in QQI for providers of blended learning programmes<sup>4</sup> when designing, establishing, evaluating, maintaining and reviewing quality assurance policy and procedures. Chevron's policy on blended learning operates within the wider context of the College's strategic vision for academic quality, growth and innovation. It relies on Garrison and Kanuka's definition of blended learning which refers to "the integration of classroom face-to-face learning experiences with online learning experiences" (2004, in QQI March 2018). Blended programme delivery includes:

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<sup>4</sup> <https://www.qqi.ie/sites/default/files/media/file-uploads/Statutory%20QA%20Guidelines%20for%20Blended%20Learning%20Programmes.pdf>

- using Technology Enhanced Learning (TEL) tools including VLEs, to deliver programmes online. and
- distance learning where assessment is carried out online.

Chevron's programmes offer a unique, dynamic and highly-tailored blend of learning, designed to place our learners at the centre of a culture of excellence and innovation. We recognise the opportunities that new technologies offer and will monitor and examine pedagogical developments in online provision and emerging technologies to inform the development of our delivery, policy and processes. Our blended learning policy will therefore be evaluated and updated on an ongoing basis with regard to developments in digital teaching and learning and TEL. While we embrace innovation, we are aware that this represent new challenges so our blended learning programmes will be supported by robust quality assurance processes to ensure a consistent high-quality delivery for the learner and protect the academic standard and integrity of the programme.

This policy will apply to all programmes validated for delivery by QQI through blended learning. It should be used by all stakeholders involved in the development, delivery, support and monitoring of blended learning programmes.

At organisational level, the resources required to develop Chevron's blended learning programmes will be reviewed and approved by the Academic Council, subject to business case approval by the Management Board. The Director of Academic Affairs will have executive responsibility for the academic standards and quality assurance of blended learning programmes, reporting to the Academic Council.

Each Programme Leader will be responsible for the management of their programme in line with validation requirements, monitoring the quality of teaching, learning and assessment and the learner experience and addressing any emerging issues.

The Director of Higher Education TLA, will provide specialist support to programme teams on the use of pedagogical processes and appropriate tools approved by the College to provide technology-enhanced learning.

This policy is intended to supplement and is in addition to, Chevron's QA policies which apply to all programmes delivered by the College in respect of:

- New Programme Development and Validation
- Ongoing monitoring and review of programmes
- Data Protection
- Programme Delivery
- Staff Development and CPD
- Teaching, Learning and Assessment
- Supports for Learners
- Reporting and governance

As the extent of blended learning provision evolves within the College, consideration will be given to continued suitability of these policies and procedures to ensure that they reflect quality assurance requirements in terms of the organisational context, programme development and learner experience. The Academic Council will have academic oversight and governance of all programmes delivered through blended learning.

Instructional materials on future HE programmes will be developed in accordance with the CO-CREATES model of instructional design devised by the College in 2021 as part of its Teaching Learning and Assessment (TLA) Strategy (2021-2026). It has been developed to give strategic direction and leadership in relation to teaching, learning and assessment within Chevron College and to engineer the College's capability to extend its scope and successfully design and deliver agile Higher Education degree programmes.

The CO-CREATES model is underpinned by a constructivist approach where the role of lecturer shifts from instructor to facilitator of knowledge, providing a balance between tutor-led teaching, project-based learning and scaffolding the skills of scholarship to elicit learner performance on activities related to learning objectives. It was designed to:

- leverage our existing structures to create deeper engagement, with our learners as partners in a shared virtual learning community;
- to quality assure the overall learning experience; and
- to create sustainable approaches to teaching and learning.

For further information see [Teaching & Learning \(QA Policy 5\)](#).

Quality management arrangements for blended and online learning provision reflect requirements at both organisational and programme level, monitor the learner experience and are supported by fit-for-purpose processes to ensure:

- All programme development is learner-centred at its core.
- Approaches to blended learning taken by individual programmes are in line with Chevron's policies and TLA Strategy.
- There is a focus on the delivery of a high quality, consistent, interactive and enjoyable learning experience.
- There are consistent, equitable and fair arrangements for the setting of, marking and return of feedback on assessment tasks.
- Assessment strategies include opportunities for learners to engage in formative assessment activities that will check and reinforce learning remotely.
- The effectiveness of learning resources and the learning environment are considered as part of the programme review processes.

All online content will be subject to ongoing quality assurance. Resource planning at programme level will include a sufficient budget for updating content, including reusable learning objects (RLOs) to ensure it remains current.

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### 6.2.2 Preliminary Approval of Business Case

Preliminary approval of the business case is required from both the Management Board and the Academic Council. These bodies evaluate the required organisational resources and overall suitability of the programme for learners and other stakeholders.

The QPPC and relevant Programme Leader will carry out the initial work in this area, as any suggestion put forward for approval must demonstrate that the factors outlined in Figure 11 have been taken into consideration in framing the proposal. Once preliminary approval has been granted by the Management Board and Academic Council, a Development Team will be convened and tasked with designing the programme structure, delivery and assessment methodologies. The Development Team's work covers:

- Programme Design:
  - Programme structure
  - Delivery method(s)
  - Admissions and related criteria
  - Assessment methodologies
- Planning for programme delivery

The Programme Leader will be responsible for defining the appropriate ratio of the blend of delivery in line with validation requirements and identifying the technical requirements of the programme, in consultation with the Director of Higher Education TLA. As part of the Programme Development process:

- There will be planned collaboration between the academic and other support and specialist staff involved in designing learning technologies and other methodologies supporting blended learning.
- Programme development teams will be provided with guidelines on Chevron's policies, systems, hardware and processes, with planned opportunities to test evolving technologies.
- The Director of Higher Education TLA will work with Chevron's Head of Student Support to provide additional information and support to all colleagues on matters of copyright, intellectual property, open source and creative commons licencing
- The effectiveness of learning resources and the learning environment will be considered.
- All media and open education resources will be quality-checked by the Director of Higher Education TLA, Programme Leaders and lecturers/tutors to ensure that they are relevant to the programme's learning outcomes and meet the programme's quality standards.
- All materials and media used to deliver online learning will be subject to informed peer comment at one or more draft stages and allow for the incorporation of feedback into subsequent and final versions of the learning resources.
- Any blended learning elements of provision will have had the reliability of their delivery systems tested and signed off in advance by the Director of Higher

Education TLA, with confirmation that appropriate technical support and contingency plans are in place.

Chevron will use a process approach in developing new programmes, recognising that all programmes are ultimately processes offered by providers in different formats (classroom, online and blended), designed to enable learners to achieve a desired level of knowledge, skills and competence. This focus ensures that learners are enabled to meet intended learning outcomes, using Biggs' 'constructive alignment' model<sup>5</sup>. Programme development will be subject- rather than technology-led, with the curriculum informing the choice of appropriate technology. Technology will be employed to support pedagogy, to enable learner achievement of the programme's stated learning outcomes.

The Director of Higher Education TLA will work with the Programme Leader and Programme Development Teams to ensure that intellectual property rights and software licensing issues will be addressed in the development and delivery of blended learning. Chevron will retain the Intellectual Property Rights and copyright of content created by staff for use on Chevron's programmes, unless otherwise stated. This will be clearly articulated in Staff Contracts and in the Staff Handbook.

Without pre-empting the development process, proposed QQI-validated HET programmes at Chevron College, would be a blend of directed and self-directed learning, with a mix of synchronous and asynchronous delivery designed to ensure higher order learning is achieved. Module content and supports would be subject to ongoing quality assurance in response to tutor and learner feedback. See [Teaching & Learning \(QA Policy 5\)](#)

A full draft of the programme document for all HET programmes will be reviewed by an appropriately qualified expert. This feedback will be used to inform revisions or enhancements to the proposed programme by the Programme Development Team

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<sup>5</sup> Biggs. J. (2003) *Teaching for Quality Learning at University – What the Student Does* 2nd Edition SRHE / Open University Press, Buckingham

prior to submission to the Academic Council. All programme documentation will then be reviewed by the Academic Council, followed by a review by the Management Board. This gives final approval prior to submission of the QQI validation application. The report of the external subject matter expert (and a narrative including revisions made in response to the feedback provided) will be submitted alongside the programme document for consideration by QQI's Independent Panel of Evaluators. The Programme Design & Development process is outlined in Figure 11 overleaf.

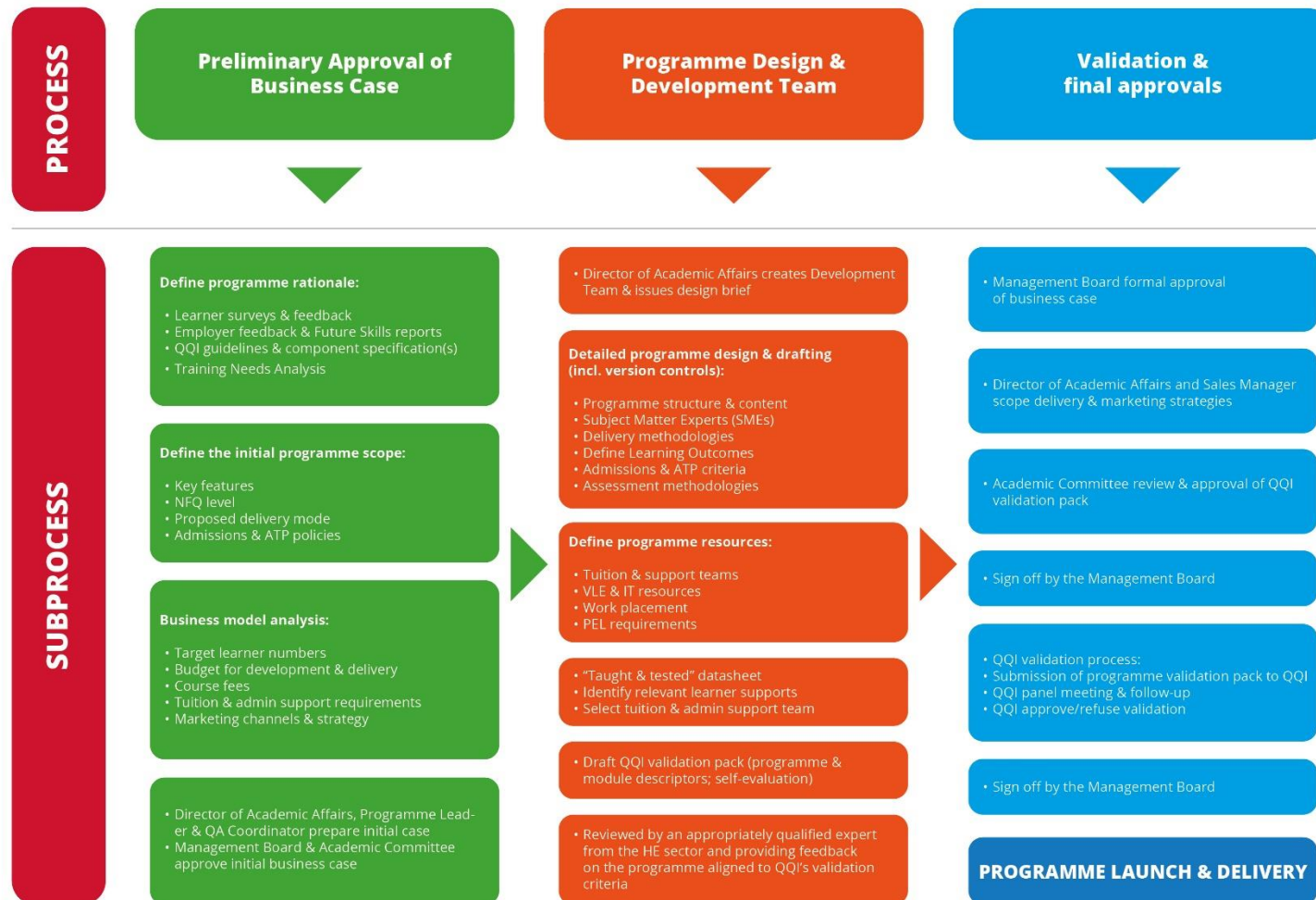


Figure 11: Chevron's New Programme Design & Development Process



## 6.3 Programme Delivery

Once a new programme has been approved by QQI and signed off by the Management Board, the Director of Academic Affairs is responsible for ensuring that academic resources are provided to the programme in line with validation requirements. This will include putting together a panel of suitably qualified tutors for review by the Programme Leader. The Programme Leader is required to participate in the interview process to ensure the training experience and academic suitability of potential tutors/lecturers.

The Programme Team comprises of the Programme Leader, Lecturers/Tutors, Studies Advisor and Programme Administrator. The Programme Leader has overall responsibility for the delivery of validated programmes through the Programme Team, with support from other specialist staff with academic, technical or professional expertise in educational technology and in the pedagogy/assessment appropriate to online learning. Each programme team is approved by the Director of Academic Affairs and the Programme Leader and the skillset is reviewed before the team commence programme development and delivery each year. This is achieved through new hires and CPD.

Content provided for online and blended delivery is subject to peer review before release onto the VLE. The Programme Leader is responsible for ensuring that online content is learner-centred, providing a consistent and accessible experience for all learners. This is achieved through reviewing learner feedback, formal internal programme reviews plus tutor CPD.

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### 6.3.1 Learner Admission and Progression Opportunities

Entry requirements and progression opportunities for each programme module are documented in the QQI validation application. These also form part of web marketing and related promotional materials for the course, with clear information on programme titles, the awarding body (QQI), access routes and outline of content being made available to learners and other stakeholders.

Admission requirements will be framed by reference to a clear and consistent approach for all learners, based on:

- QQI component award specification
- NFQ award level
- Course delivery method (e.g. IT skills for online courses)
- Learner existing competencies and suitability for the course (e.g. English language and IT skills)
- Requirements for entry via RPL

The overall aim is to ensure that new learners joining a programme have the capacity to achieve the learning outcomes of the course. Therefore, Training Consultants follow a set process (see Appendix D: Learner Pathway) which is documented through a questionnaire tracked within the CRM system. This is designed to support potential learners in determining their training requirements and capabilities as part of the registration and enrolment process. As many of Chevron's programmes are delivered through blended learning, a suitability check for online learning is carried out and the applicant is informed of the outcome (See Section 11 [Supports for Learners.](#))

Where a course has a prerequisite for a particular qualification, a certified copy of this qualification is required for Chevron's records. Prospective learners are informed of Chevron's Recognition of Prior Learning (RPL) procedure, whereby they can gain entry to their chosen programme of study without the required qualification and/or apply for module exemptions.

Should the learner's application be unsuccessful, they will be informed of Chevron's appeals procedure.

Learners who successfully complete a QQI component module or Major award will also have further learning opportunities within a learner progression pathway. recognition of QQI and non-QQI awards, plus matching programme learning outcomes against previously completed qualifications.

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### 6.3.2 Recognition of Prior Learning (RPL)

The recognition of prior learning (RPL) is a process whereby a learner who may have already acquired some of the learning outcomes for an award, either through work, life experience or previous education and training, can request to have that

prior learning recognised by Chevron. RPL can be sought if the learner is working towards a QQI major award. Where it is considered appropriate, RPL may be used to gain:

- An exemption from a programme module, or number of modules
- Entry to a programme where the applicant may not meet the standard entry requirements
- Advanced entry to a programme
- Transfer between programmes

Prior learning may be acquired in any of the following ways:

**Accredited learning:** learning that has taken place in a formal learning environment which has resulted in a qualification or certification. It might include a course or part of a course, which is linked to the National Framework of Qualifications (NFQ).

**Non-accredited learning:** learning that was intentional but has not resulted in formal certification such as work-based training or education courses. This is learning which may have been assessed but is not included in the National Framework of Qualifications (NFQ), for example, professional certification programmes.

**Informal or experiential learning:** learning through work and life experiences. It is often learning that is unintentional and the learner may not have recognised at the time of the experience that it contributed to his or her, knowledge, skills and competences.

Chevron has developed its Policy and Procedures on RPL with reference to Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training (2005)<sup>6</sup> republished by QQI in 2015; Policy and Criteria for Access, Transfer and Progression for Providers of Further and

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<sup>6</sup> <https://www.qqi.ie/sites/default/files/2021-09/principles-and-operational-guidelines-for-rpl-2005.pdf>

Higher Education and Training (2015)<sup>7</sup> *Recognition of Prior Learning in Irish Further Education and Training (FET)* (2017)<sup>8</sup> RPL requests are handled on a case-by-case basis, including recognition of QQI and non-QQI awards, plus matching programme learning outcomes against previously completed qualifications. Should the learner achieve additional qualifications during the course of their studies with Chevron, they may

Full details on the application process are provided to FET learners prior to enrolment and in their Learner Handbook. For further details on the proposed RPL Policy for HET programmes see: Section 10 [Assessment of HET Learners](#).

Chevron's Learner Admission & Progression processes are outlined in Figure 12 overleaf.

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<sup>7</sup> <https://www.qqi.ie/sites/default/files/media/file-uploads/ATP%20Policy%20Restatement%20FINAL%202018.pdf>

<sup>8</sup> <https://www.qqi.ie/sites/default/files/media/file-uploads/Prior%20Learning%20Report.pdf>

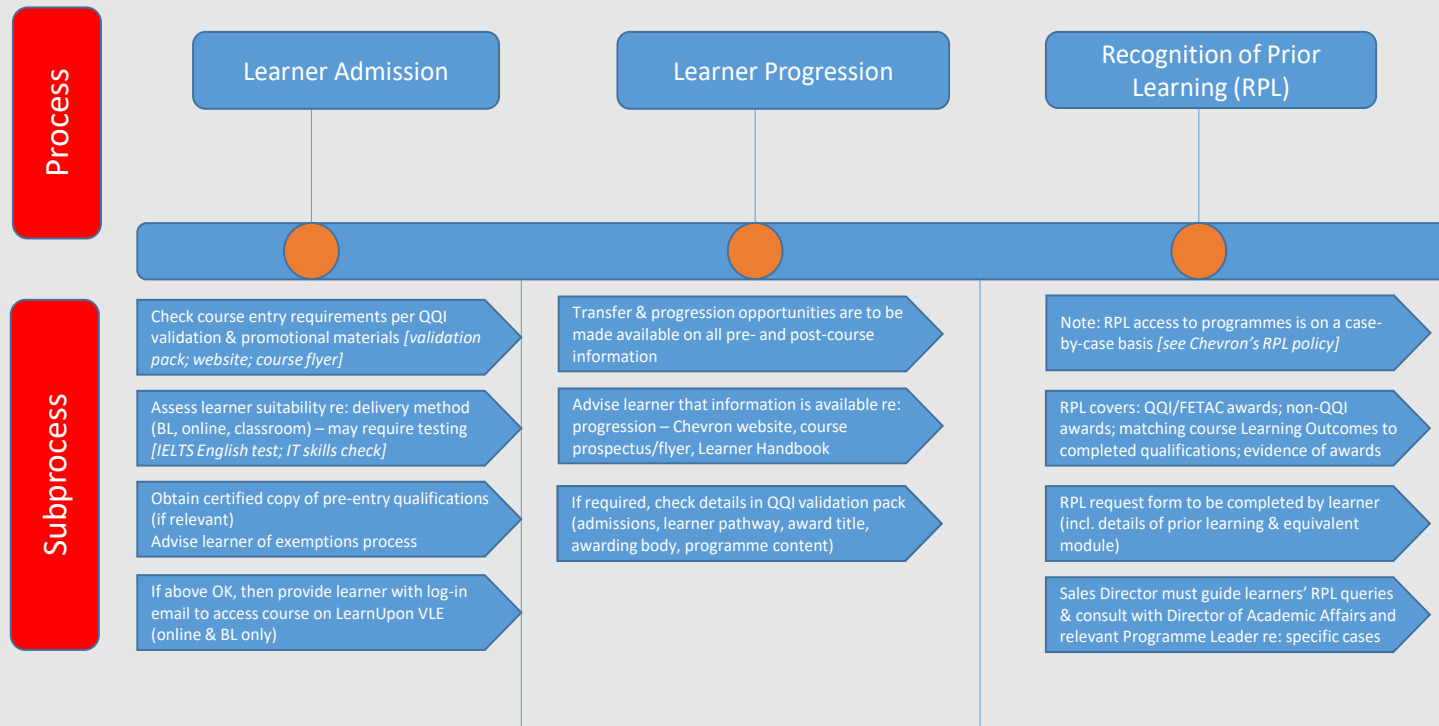


Figure 12: Overview of Programme Admission, Progression & RPL

## 6.4 Protection of Enrolled Learners (PEL)

Protection of Enrolled Learners (PEL) is a legal requirement for providers 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 money refunded.

Chevron has insurance arrangements in place to cover this contingency. On enrolment, Arachas Corporate Brokers Ltd (insurance underwriter Aviva) are given details of the learners on the programme and learners are provided with information on PEL arrangements in their Programme Handbook.

It is not practicable for Chevron to enter into arrangements with other providers to facilitate the transfer of learners to a similar programme of those providers because of the scale and delivery mechanisms used. In the event that the PEL arrangement needs to be activated, the learners concerned would contact the broker directly about a refund.

Chevron's Financial Controller is responsible for the management of the college's PEL arrangements. Following a successful Extension of Scope application and as part of specific programme validation, PEL arrangements will undergo due diligence to ensure adequate cover for Chevron's Higher Education programmes.

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### 6.4.1 Data Protection

Chevron takes its Data Protection responsibilities seriously, employing the most appropriate physical and technical measures to protect the security of all data, together with staff awareness and training. Chevron's management also reviews these Data Protection measures regularly. The information relating to the storage and use of all personal information is published in Chevron's Privacy Policy and made available to learners and other interested parties on the college website at:

<https://chevrontraining.ie/privacy-policy/>

For further information see Section 11: [Information and Data Management](#) (QA Policy 8).

## 6.5 Programme Reviews

Chevron is committed to the ongoing review of its programmes, in order to enhance the effectiveness of its delivery methodologies, the continued relevance of content, and the availability of appropriate facilities and resources. Ongoing informal review of learner feedback is carried out by the Programme Leader in conjunction with tutors. A formal review schedule is in place for each validated programme, supervised by the Director of Academic Affairs. This is carried out by the Programme Board and a panel report is submitted to the Academic Council for review and approval. The Programme Review process is outlined in Figure 11 below:

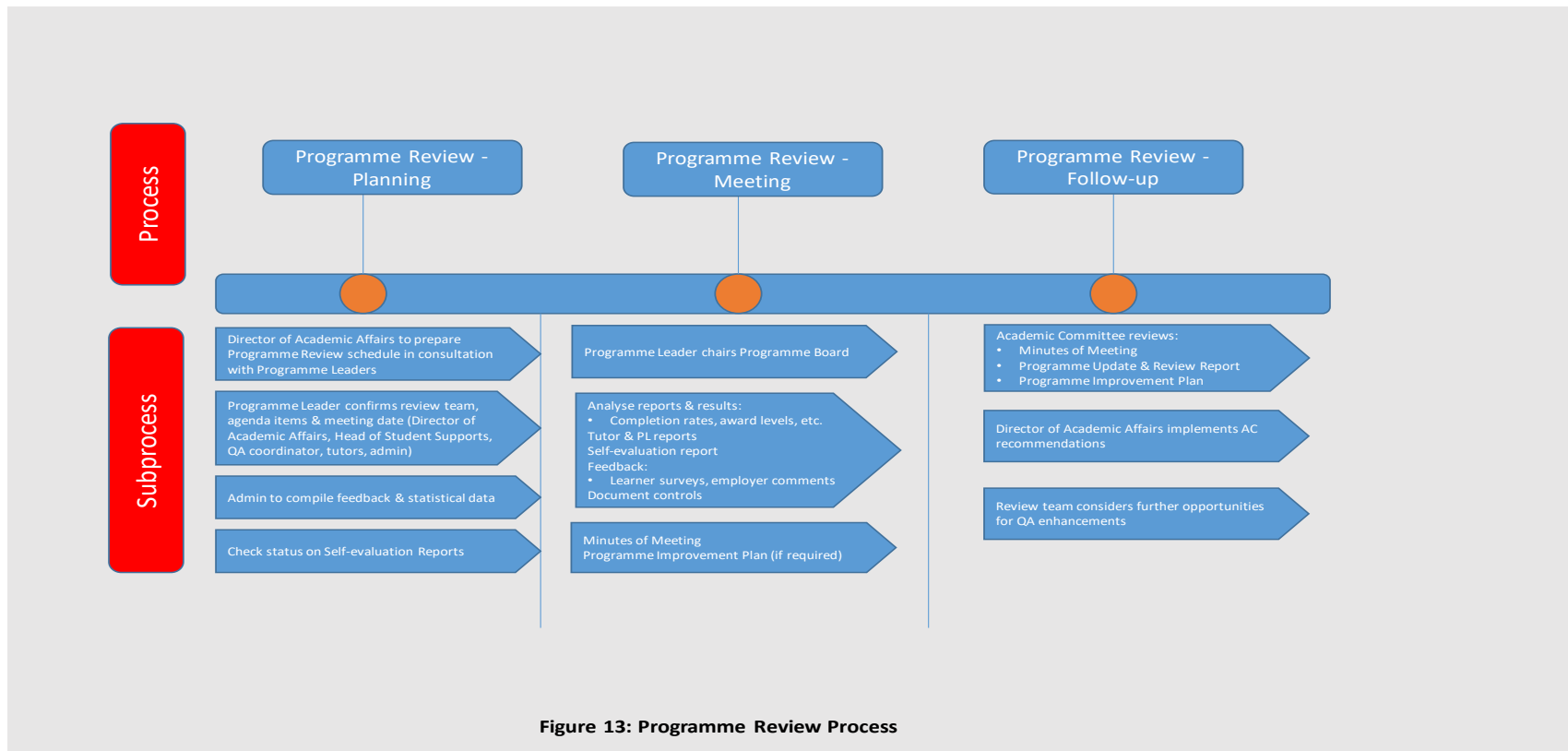


Figure 13: Programme Review Process

## 6.6 Revalidation of Programmes

Regular programme monitoring arrangements inform the periodic review of the programme in order to evaluate it with the benefit of experience of delivery and learner and stakeholder feedback. Revalidation of programmes are considered by the Academic Council as part of the programme review process. The Director of Academic Affairs is responsible for implementing the recommendation by the committee to revalidate a programme, following the processes set out in new programme development above. The Director of Academic Affairs and Programme Administrators maintain a log of scheduled programme revalidation dates (normally every 5 years or on such date as agreed between Chevron and QQI).



## 7 Staff Recruitment, Management and Development (QA Policy 4)

### 7.1 Policy Position and Ownership

Policy Owner	Person(s) Responsible for Policy Delivery	Current Version	Date of last revision
Management Board Academic Council	Management Board Academic Council Director of Academic Affairs Director of Higher Education TLA Programme Leader(s) Operations Manager QA Coordinator	V1.2	Apr 2022

Chevron is fully committed to hiring, managing and developing appropriately qualified staff, in order to:

- meet the academic, operational and quality requirements of the organisation; and
- motivate and support staff to enable them to work effectively and develop professionally.

### 7.2 Staff Recruitment

Chevron seeks to ensure that staff are correctly aligned and matched to their job roles, with access to appropriate supports, opportunities for Continuing Professional Development (CPD) and further training. All recruitment is carried out in a prescribed fashion with appropriate support from the Recruitment unit within the wider Chevron Group, as required. The recruitment and hiring process across Chevron meets all

legal and regulatory requirements, such as the Employment Equality Acts 1998-2015.

A specification for the job role is developed by the relevant line manager and selection criteria are established before any applications are considered, using the process and methods outlined in Figure 12. In addition, a subject matter expert (e.g. Programme Leader or external expert) will be involved when recruiting for specialist roles such as tutors or lecturers. Specialist sub-contractors may be used where appropriate.

The selection criteria for all teaching staff will outline the standard minimum and desirable specifications for the role, inclusive of:

- Level of qualifications (e.g., typically holding a qualification a minimum of one level higher than the qualification they are delivering).
- Experience (teaching or industry/practice-based).
- Experience relevant to teaching in a blended or online context.

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### 7.2.1 Developing Online Competencies and Expertise

Chevron recognises that the increasing focus on blended delivery within its education and training activities will impact on its recruitment processes. These processes will include the need to recruit and develop staff with both academic and technical expertise. While subject expertise and academic standing are essential criteria in recruiting appropriate staff, the College will make specific efforts to seek out individuals with pedagogical and assessment skills appropriate to blended learning for example, in designing a programme, understanding the pedagogical differences within a curriculum in a blended learning environment and expertise in educational technology.

Staff engaged to support online learners will either demonstrate previous experience of online provision or will be provided with appropriate training. Staff will be encouraged to engage in CPD on all aspects of blended learning delivery. The appointment of suitable staff and sub-contractors will continue to support the development of blended learning provision at Chevron College.

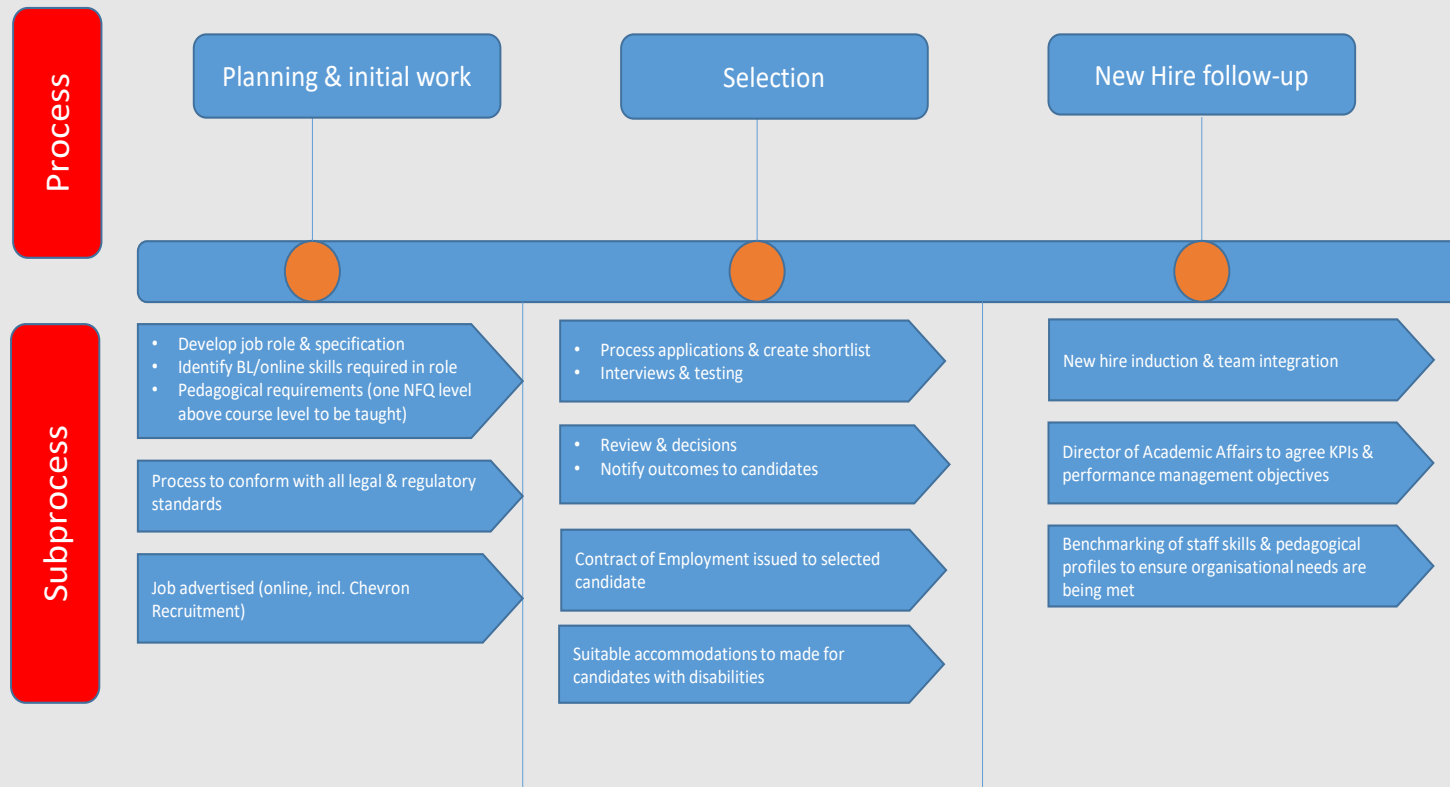


Figure 14: Staff Recruitment Process

### 7.3 Staff Induction, Training & Development

Every manager is expected to coach new members of staff in the spirit of personal development and continuous improvement. Learner feedback is also used by Programme Leaders and the Director of Academic Affairs to coach and support teaching staff.

New staff receive induction training on joining Chevron to enable them to integrate and become productive in their job roles from the start of their career with the College. The Director of Academic Affairs organises an induction programme for tutors/lecturers and support staff covering the first 1-2 weeks' activities to familiarise them with Chevron's internal systems and processes, together with on-the-job training.

The Operations Manager will send a welcome email to the new staff member and provide a Staff Handbook for their reference. The Operations Manager will also ensure that the new staff member is set up with email, IT services and equipment, payroll etc and will familiarise them with the College's working environment, values and practices, in addition to providing information on key services such as health & safety and welfare at work.

Programme Leaders and line managers carry out a skills audit for new hires and develop training plans in conjunction with the Director of Academic Affairs. A checklist of activities to include training on Chevron's CO-CREATES model of UDL, Digital Badges, content development on the VLE and plagiarism will be implemented during the induction of academic staff, with support from the Programme Development Manager. Please see Appendix K for further information.

Programme Leaders work in their fields of expertise and are continuously engaging in practice CPD. The CPD Action Plan for the programme team is developed with reference to Chevron's comprehensive programme reviews, as well as from emerging research evidence on best practice in teaching and learning and practice within the disciplines we teach. The annual staff team CPD plan emerges after programme reviews and individual staff performance reviews at the end of each semester. It contains both generic group and specific individual staff components.

In-house training sessions usually take place during quarterly workshops organised by the Programme Leader. Where there is a growing knowledge base and availability of additional open access resources etc and an ongoing need to update digital teaching and technical skills, the dissemination of information on best practice among all staff will be essential. The Director of Academic Affairs will be responsible for providing structured networking opportunities for all staff, with support from the Programme Development Manager, Operations Manager and QA Coordinator to facilitate the exchange of information and to document of best practice examples among programme teams.

Academic staff attend workshops organised by the National Forum for the Enhancement of Teaching and Learning and QQI and national and international conferences on issues relating to both teaching and learning and academic integrity, as well as on their own subject areas. Staff within the Early Childhood programme are encouraged to develop a relationship throughout the network of Early Years professionals on a national and international level. Engagement with consortiums such as PLE Ireland, OMEP Ireland, Early Childhood Ireland and ACP Ireland are central to the programme and Chevron's Early Years team.

A budget for Staff Development is set aside each year within the organisation's overall Financial Plan, in order to ensure resources are available for staff training and development. The Director of Academic Affairs looks at cross-college CPD and develops a Staff Development Plan and Budget, subject to approval by the Academic Council, to ensure that appropriate training and CPD objectives are being met by Chevron, such as upskilling in blended learning techniques and instructional design, pedagogic practice, assessment design and assessment practice, dissertation supervision, academic integrity and work placement supervision.

The Operations Manager monitors a CPD record and feedback sheet for each staff member.

The Director of Academic Affairs authorises all spending on training against the budget allowance, reporting to both the Management Board and to the Academic Council on progress in this area.

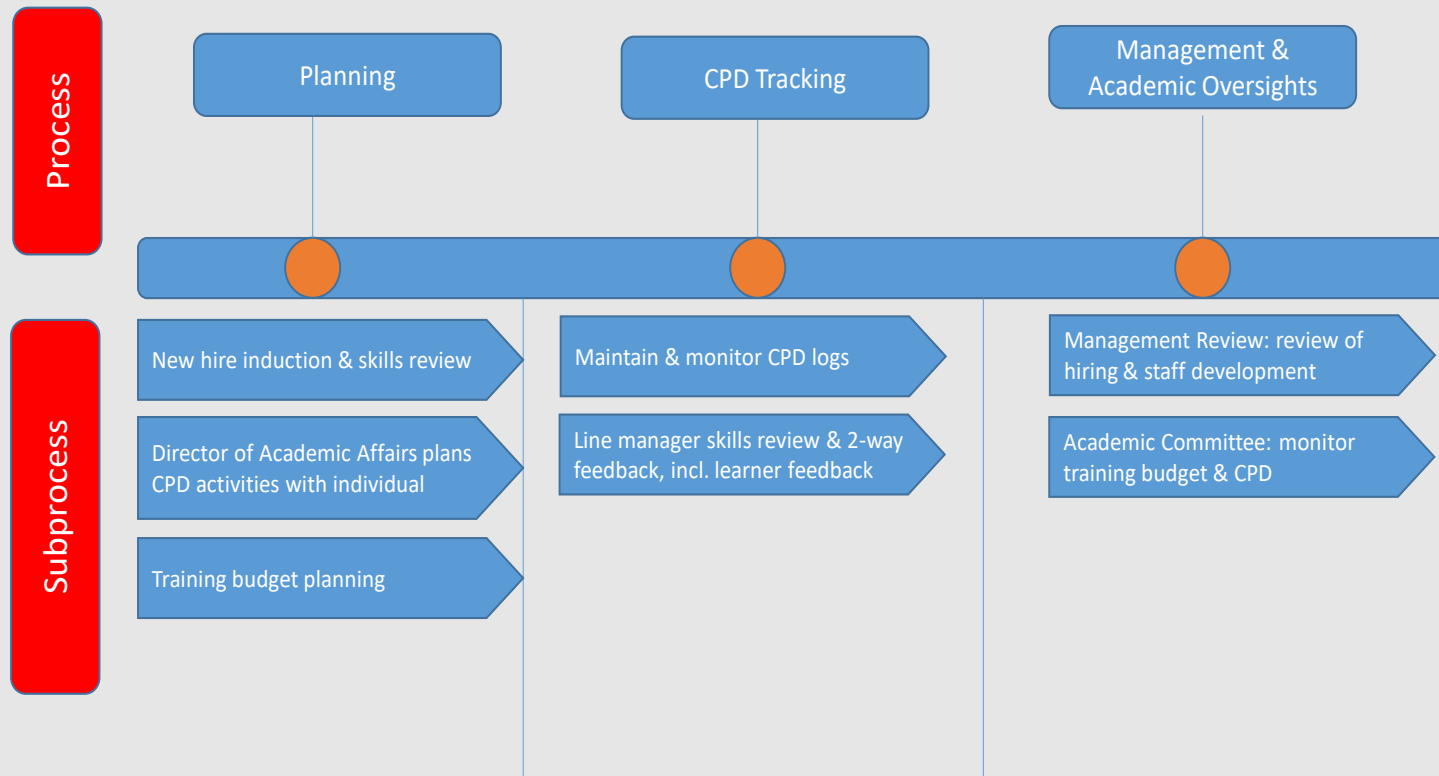
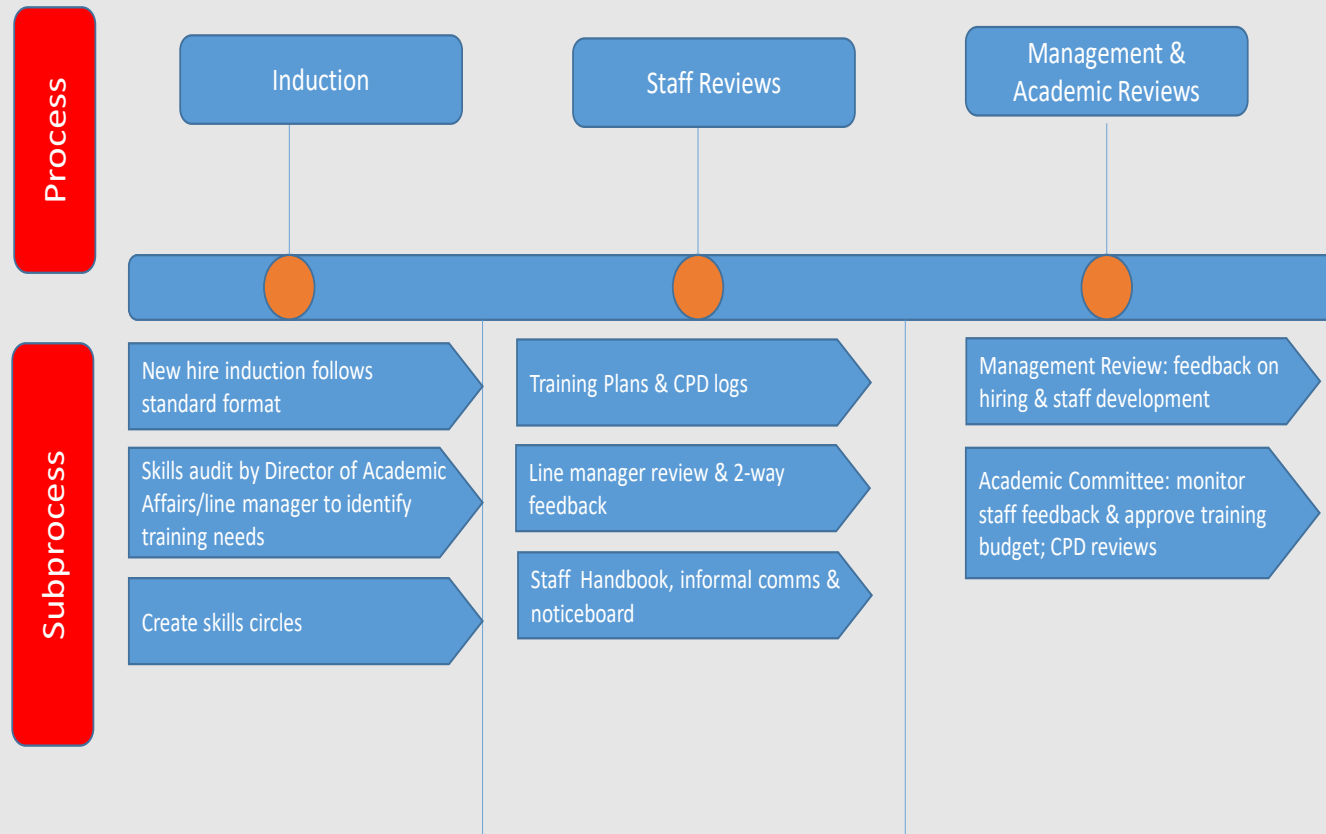


Figure 15: Staff Training & Development Process

## 7.4 Staff Communications

The Operations Manager is responsible for general staff communications via the staff notice board and email bulletins.

All staff have regular review meetings with managers, providing a forum for two-way communication and identification of any training and development needs.



**Figure 14: Staff Communications Process**



## 8 Teaching & Learning (QA Policy 5)

### 8.1 Policy Position and Ownership

Policy Owner	Person(s) Responsible for Policy Delivery	Current Version	Date of last revision
Academic Council	Management Board Academic Council Director of Academic Affairs Director of Higher Education TLA Programme Leader(s) Head of Student Support	V1.2	Apr 2022

At Chevron College we pride ourselves on having high aspirations for our students. Each member of the Chevron College community, whether academic, or support staff, wants graduates to emerge as highly employable, innovative professionals, who are compassionate, collaborative, confident and solution-oriented, with strong, ethical, cultural, and community-focused values. To achieve these aspirations, our teaching and learning environments must be flexible, engaging, motivating and supportive.

Chevron is fully committed to monitoring the learning experience on an ongoing basis with a view to improving the quality of its teaching and learning. In addition, a process of objective review and continuous improvement seeks out opportunities to improve the quality of delivery across Chevron's full range of training and education programmes.

### 8.2 Promoting a Learning Ethos

Chevron College's modus operandi is to create flexible, scaffolded, challenging, and imaginative educational contexts in which learning can flourish through active discovery and discourse. Chevron tailors its provision for learners who were

excluded from traditional models of provision because they need to study primarily from their home or from their workplace. The College seeks to encourage lifelong learning and many of its learners are returning to education with a wide range of work and life experiences which can be used to enrich the overall teaching and learning process.

Chevron is very proud and committed to the work that we do. Our programmes are developed to create an open community that values critical reflection, fostering personal and professional development for both learners and staff. The focus is on what learners actually do in their studies and how they interact with the teaching and learning resources.

Technology is an enabling tool, helping people with distinct learning styles engage with the programme content through different learning techniques. Learners are invited to participate in programme reviews and other quality enhancement initiatives, with the aim of continuously improving Chevron's programme content and delivery. Processes are used to monitor learning experiences on an ongoing basis, both on a day-to-day level and also through formal review processes.

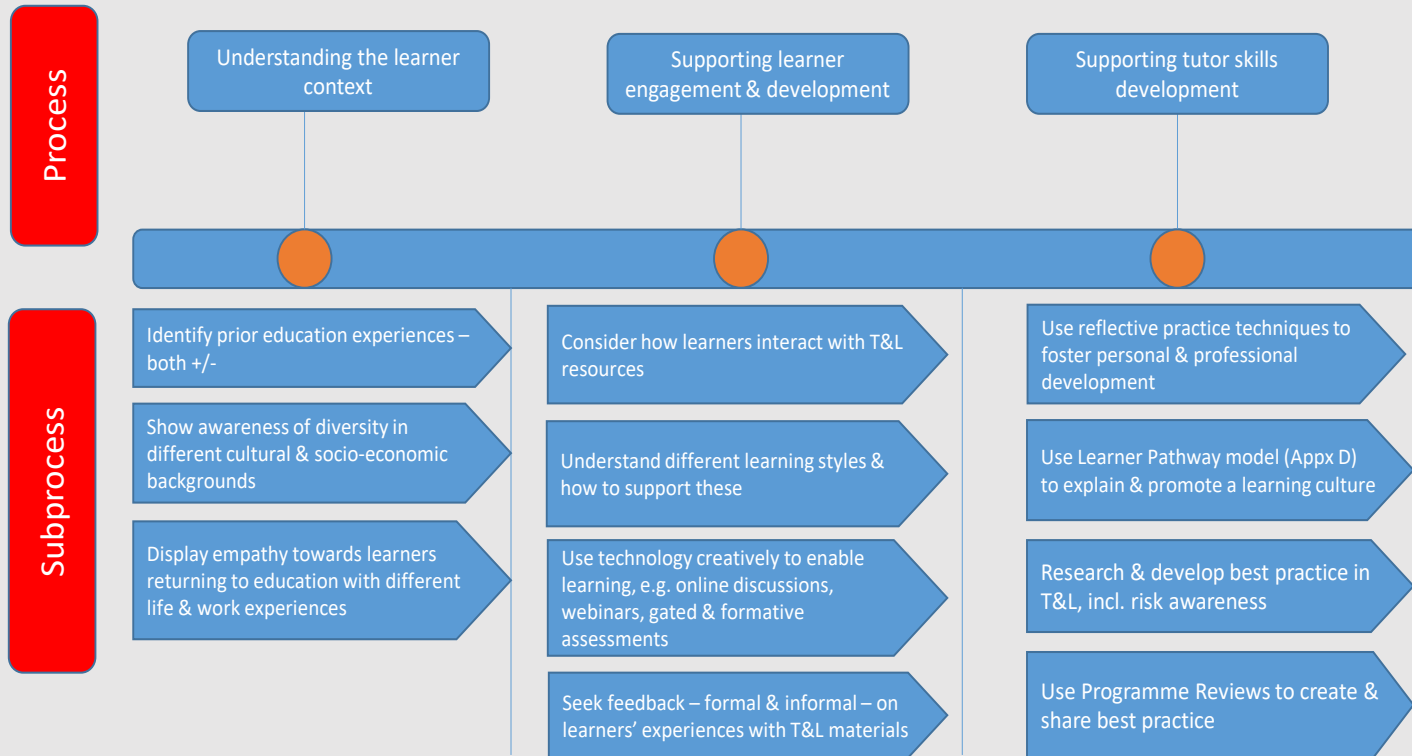


Figure 15: Promoting a Learning Ethos

### 8.3 Benchmarking

In order to ensure that the organisation's teaching and learning meets best practice, Chevron participates in benchmarking exercises with the aim of comparing experience with other QQI providers.

The Director of Academic Affairs makes arrangements for these benchmarking reviews which are designed to monitor alignment with best practice approaches, compare QA experience in a wider context, plus identify opportunities for improvement. Comparisons between benchmarking reports are shared with the partner provider with further reporting to Chevron's Academic Council and Management Board.

### 8.4 Pedagogical Methods and the Learning Experience in FET

Chevron documents the pedagogical methods for each programme module, aiming to record this in:

- The teaching and learning strategy to be used in course delivery;
- Programme validation documents; and
- Course development meetings and reviews.

Teaching and learning follows the 'constructive alignment' model outlined by Biggs (2003)<sup>9</sup>. This approach focuses on each module's learning outcomes and assessment regimes, together with the teaching and learning activities required to deliver these learning outcomes. Chevron recognises the need to balance these three elements in creating appropriate learning experiences and pathways.

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<sup>9</sup> Biggs, J. (2003) *Teaching for Quality Learning at University – What the Student Does* 2nd Edition SRHE / Open University Press, Buckingham

#### 8.4.1 Monitoring the Learning Experience

Procedures for enrolling new learners on blended and online programmes are designed to prepare learners for autonomous, independent learning using technology supports. Learners are also made aware that their engagement with the programme, the VLE and other online learning tools is monitored as part of their tutor support.

Learning Consultants and the online induction module also explain the teaching, learning and assessment process to potential learners, with tutors/lecturers being available to answer any detailed queries or issues of concern prior to enrolment. However, learners on energy sector training would receive a pre-course briefing by email prior to commencement.

The processes used to ensure that learners' experiences meet and exceed expectations are outlined in Figure 16 overleaf:

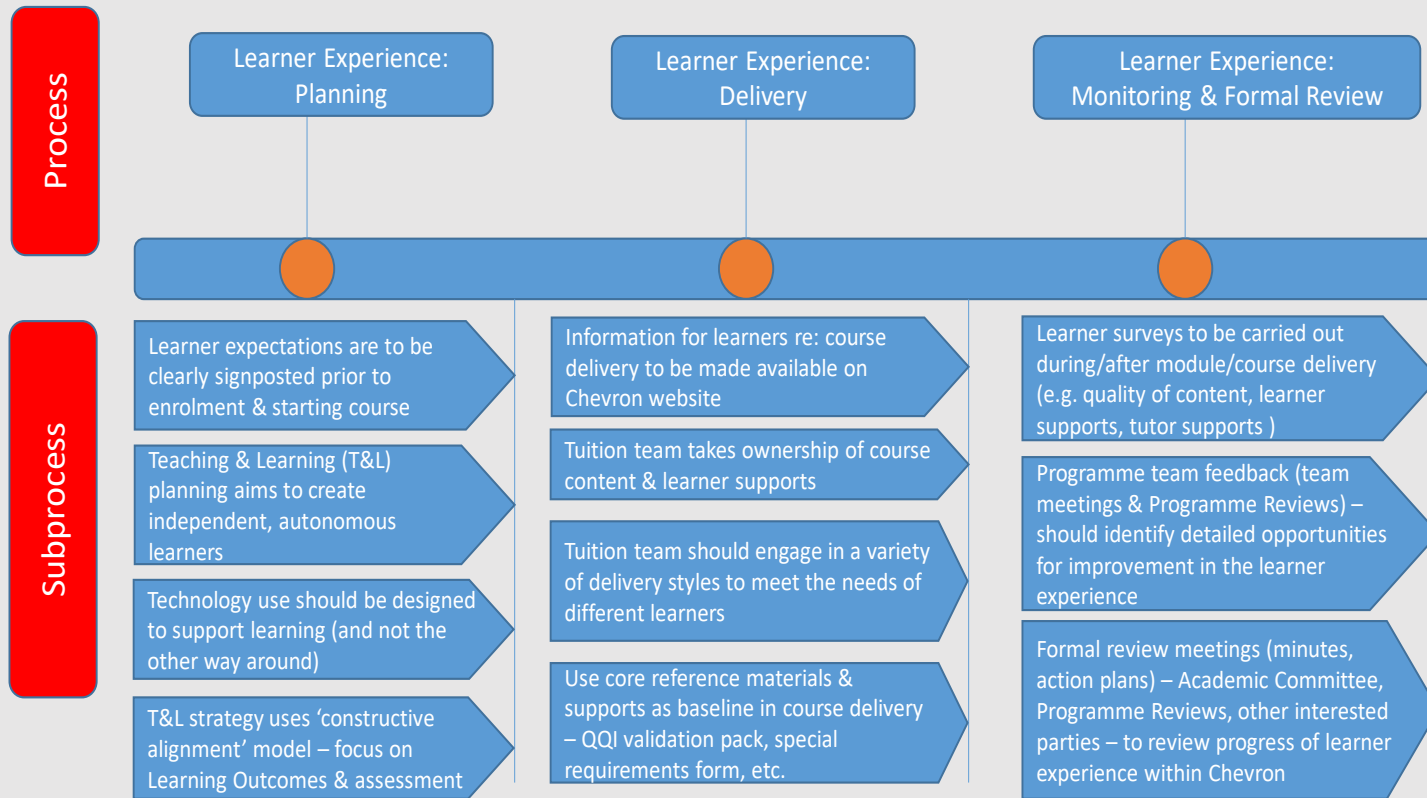


Figure 16: Monitoring the Learner Experience

## 8.5 Pedagogical methods and the learning experience in HE

Chevron's Teaching, Learning and Assessment (TLA) Strategy 2021-26 has been developed to give strategic direction and leadership in relation to teaching, learning and assessment within Chevron College. It was carefully researched and designed to meet the diverse needs of the institution's HET programmes and stakeholders.

Chevron has developed this comprehensive TLA Strategy to engineer its capability to extend its scope to successfully design and deliver agile Higher Education degree programmes (Department of Further and Higher Education 2021- 2023) which are congruent with the task of Higher Education (Laukkonen et al., 2018; OECD, 2019; UNESCO, 2021). This TLA strategy will underpin our approach to providing an education which will scaffold graduates' capabilities to flourish in a VUCA world.

All instructional materials on Chevron's HET programmes will be developed in accordance with the CO-CREATES model of instructional design devised by the College in 2021 and already in use in our BSc (Hons) Health and Social Care collaborative degree programme with UoS. New programmes will be designed to involve the learner and create a collaborative learning community, with a clear, consistent structure and regular evaluation and revision. On our BSc programme, Project-Based Learning (PjBL) reflects a learner-centered environment and is designed to engage students in an extended inquiry process around authentic and carefully structured projects, where the role of the lecturer shifts to being a facilitator of learning.

The CO-CREATES model was designed to quality assure the overall student learning experience and create sustainable approaches to teaching and learning by:

- Creating an evidenced based framework for course design, that guarantees that higher-order learning is elicited and that the learning objectives are explicitly addressed.
- Guiding the creation of engaging and stimulating e-learning materials;
- Implementing the full range of pedagogic tools to elicit a deep and rich learning experience.
- Supporting students to become independent learners by offering a balance between tutor-led learning through the guided elicitation of learner performance on activities directly related to learning objectives.

- Nurturing a commitment to continuous learning and therefore equipping students to flourish in a knowledge-based society.

It was developed through a dynamic open consultation which viewed students, staff and other stakeholders as partners in the process and signifies Chevron's continued commitment to providing learning experiences of the highest quality and to producing highly employable graduates. Further details are provided in Appendix J.

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### 8.5.1 Blend of online/face-to-face learning

Without pre-empting the development process, proposed new QQI-validated HET programmes at Chevron College, would be a blend of directed and self-directed learning, with a mix of synchronous and asynchronous delivery. Asynchronous delivery would be provided through pre-recorded lectures and slides, with supplemental videos, readings etc to allow self-paced learning and enable learners to access course content and support as needed. Synchronous delivery would take place during live Microsoft Teams webinars and on the discussion forum on Chevron's VLE/LMS LearnUpon, so learners can ask questions and receive feedback from tutors and/or other learners in real time. Module content and supports would be subject to ongoing quality assurance in response to lecturer and learner feedback.

Enrolled students on L7 and L8 programmes will be invited to an induction day at the Killeshin Hotel, Portlaoise or a similar venue at the start of each semester. This induction will be mandatory and will provide an opportunity for learners to meet with their lecturers, studies advisor, the programme administration team and their fellow in person. The Programme Leader will make a presentation on the upcoming modules to be studied and explain the learning resources and assessment techniques that will be deployed. Delivery of the module would use an online Flipped Classroom approach as follows:

- Self-directed online learning via VLE platform (LearnUpon), which can be accessed from a variety of devices, with course content (text, audio, video) and additional key concept resources, including 'learning to learn' supports structured in gamification format.
- Webinars– lecturer-led sessions covering course content/learning outcomes, writing skills and approaches to assessment.
- Online discussion forum/interactive learning – lecturer sets discussion topics, for formative assessment purposes and to encourage peer-to-peer interaction.



- Direct guidance to learner, individual feedback and instructional support via email/phone/Zoom.

Within each weekly lesson plan students will:

- Engage with a lecture
- Take a quiz to stimulate recall of key concepts
- Attend a workshop/webinar
- Take part in a collaborative project-based task (formative assessment)
- Receive feedback to scaffold learning

Sample delivery schedules for modules per ECTS credit are outlined below. This is the minimum proposed synchronous delivery.

Below is a sample delivery schedule for a 5-credit module.

Workload: Full-time		
Workload Type	Frequency	Average Weekly Learner Workload
Synchronous learning (face to face and online)	Weekly	1 Hour
Asynchronous learning (recorded sessions and required module readings)	Weekly	4 Hours
Self-directed learning to include research and assessments	Weekly	5.5 Hours
Total Hours over a 12-week period		126 Hours

Below is a sample delivery schedule for a 10-credit module.

Workload: Full-time		
Workload Type	Frequency	Average Weekly Learner Workload
Synchronous learning (face to face and online)	Weekly	2 Hours
Asynchronous learning (recorded sessions and required module readings)	Weekly	8 Hours
Self-directed learning to include research and assessments	Weekly	11 Hours
Total Hours over a 12-week period		252

## 8.6 Learning Environments and Online Delivery

Chevron is focused on delivering programmes with a comprehensive support system in place with the purpose of facilitating effective learning. Flexibility, diversity and accessibility are key characteristics within Chevron's instructional design strategy to assist the teaching of adult learners, particularly those returning to education.

Chevron recognises that online and blended delivery have particular and distinctive features in comparison with conventional classroom learning environments, offering opportunities for enhancement in teaching and learning through the creative use of IT. These include:

- Learners are located remotely from other learners, tutors and assessors.
- Learners may seek to access course content through different channels so course materials must be configured to function in different learning environments (e.g. laptop at home; tablet or smartphone while travelling on public transport).
- Learners need to engage with the learning resources provided (e.g. the VLE and Discussion Forums) so ideally these should be customised and personalised with the aim of engendering a sense of ownership by the learner.

Programme teams will work collaboratively with the Programme Development Manager and subject matter experts to develop pedagogically effective, accessible and high-quality digital content and learning resources, aligned to set programme and module learning objectives and outcomes. To ensure the effective delivery of blended and online programmes, Chevron staff use the following approach:

- Learning resources adopt a Chevron 'house style', combining a mix of text-based materials, video and audio content with the aim of meeting different learning styles.
- Lecturers/Tutors will be required to adhere to agreed timelines with the Programme Leader on the uploading of content and assessment tasks.
- Online course resources will be tested by the Programme Leader and Programme Development Manager prior to launch to ensure full functionality.

- Programme teams will be required to use platforms and technologies approved by Chevron in the delivery of their modules and will be bound by the College's policies, systems, and processes for blended and online learning.
- Where Lecturers, Studies Advisors or other members of the Programme Team are engaged in synchronous learning activities, or pre-recording asynchronous content, they will be required to ensure that they are in an environment that is free from noise or other disruptions and to use Chevron-approved equipment to ensure appropriate sound and picture quality during delivery.
- The Programme Development Manager will provide technical and instructional design support to Programme Teams.
- As part of their induction processes, all Chevron staff involved in the delivery of programmes will be advised of procedures to undertake in the event of a TEL tool failure. They can contact their Programme Leader, the Programme Development Manager or Operations Manager for further assistance and will be provided with emergency out-of-office contact details for technology support.
- All online content will be subject to ongoing quality assurance. Resource planning at programme level includes a sufficient budget for updating content to ensure it remains current.
- Programme structure, coherence and sequencing are considered to be part of the regular evaluation and feedback.
- Programme Leaders are accountable to the Academic Council for the continuing quality of online and blended learning materials. The Programme Development Manager, Director of Academic Affairs and QA Coordinator are available to assist in this area, as required.

Further details on approaches to be used in monitoring learning environments are outlined in Appendix E.

## 8.7 The Learner Experience

All programmes are delivered with an array of supports which learners may use in a manner which suits their own individual learning and specific needs. Learners are

able to access these independently or through guidance from their lecturer/tutor, depending on the programme design and resources.

As part of the programme induction process, each learner is provided with a Programme Handbook, acting as both a terms of engagement and core reference for their programme of study. Learner supports are designed to assist in developing learner confidence and independent study skills, including:

- Receiving a clear explanation of the blend of learning that learners will experience and the realistic commitment required of them to complete the programme.
- The prior knowledge and technological skills necessary to participate in the programme.
- Practical sessions and workshops, e.g. skills demonstrations and face-to-face group discussions.
- Programme operation – ‘how it works’, ‘face-to-face’ elements, the scope of autonomous, collaborative and supported aspects within individual learning; plus
- Practical aspects of the course: opening and availability of support, hardware and software requirements.

Learner supports will be listed and described in programme information sources. They should also be signposted throughout the teaching and learning process so that learners have the confidence to access these supports when necessary.

Lecturers/tutors should routinely check learners’ understanding of course content and also focus on the programme’s learning outcomes. They must ensure that learners understand what is expected of them in order to successfully complete the programme (e.g. active participation in online discussions; completion of formative and summative assessments; attendance at workshop events), recognising that students will often focus on learning what is needed to pass the course.

The quality of learning supports and opportunities for enhancement are formally reviewed as part of the annual Programme Review process. In addition, lecturers/tutors and administrators will respond to queries from learners during day-to-day programme delivery, alerting the Programme Leader and Head of Student

Support, who will report to the Director of Academic Affairs on any areas of concern or potential areas for improvement. As part of this process, the Head of Student Support will monitor the arrangements that make reasonable efforts to ensure blended learning experiences are accessible to all learners, including learners with disabilities. The Head of Student Support will prepare an Annual Report for review by the Academic Council who will monitor feedback on Learning Supports as part of its academic oversight brief, making recommendations for enhancements to the Management Board via the Director of Academic Affairs.

For more information on Learning Supports see Section 11: [Supports for Learners](#) and Appendix F.

## 9 Assessment of FET Learners (QA Policy 6)

### 9.1 Policy Position and Ownership

Policy Owner	Person(s) Responsible for Policy Delivery	Current Version	Date of last revision
Academic Council	Academic Council Director of Academic Affairs Director of Higher Education TLA Programme Leader(s) Programme Tutors FET Assessors Programme Administrator Head of Student Support	V1.2	Apr 2022

Chevron is committed to ensuring the quality and integrity of all assessment, so that arrangements are valid, reliable, and secure. Chevron also recognises the diversity of potential learners so reasonable accommodations are made available to support learners with a disability or additional needs. Assessment forms part of the overall learning experience with Chevron. Therefore, it is important to provide learners with appropriate feedback on their progress in a spirit of dignity, courtesy and mutual respect.

## 9.2 Context of Assessment of QQI Programmes

Chevron's policies and procedures in relation to the assessment of learners are informed by QQI's *Assuring Assessment, Guidelines for Providers* (2013)<sup>10</sup>. In addition, reference is made to QQI's *Core Statutory Quality Assurance Guidelines*<sup>11</sup> and *Sector Specific Quality Assurance Guidelines for Independent/Private Providers*<sup>12</sup> (both published April 2016).

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<sup>10</sup> <http://www.qqi.ie/Downloads/Quality%20Assuring%20Assessment%20-%20Guidelines%20for%20Providers%2C%20Revised%202013.pdf>

<sup>11</sup> [www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf](http://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf)

<sup>12</sup> [www.qqi.ie/Downloads/Sector%20Specific%20Quality%20Assurance%20Guidelines%20V2.pdf](http://www.qqi.ie/Downloads/Sector%20Specific%20Quality%20Assurance%20Guidelines%20V2.pdf)



### 9.3 Overview of the FET Assessment Process within Chevron

Assessment of learners studying QQI programmes at Level 5 and Level 6 within Chevron covers three broad areas with associated processes, as outlined in Figure 17 below:

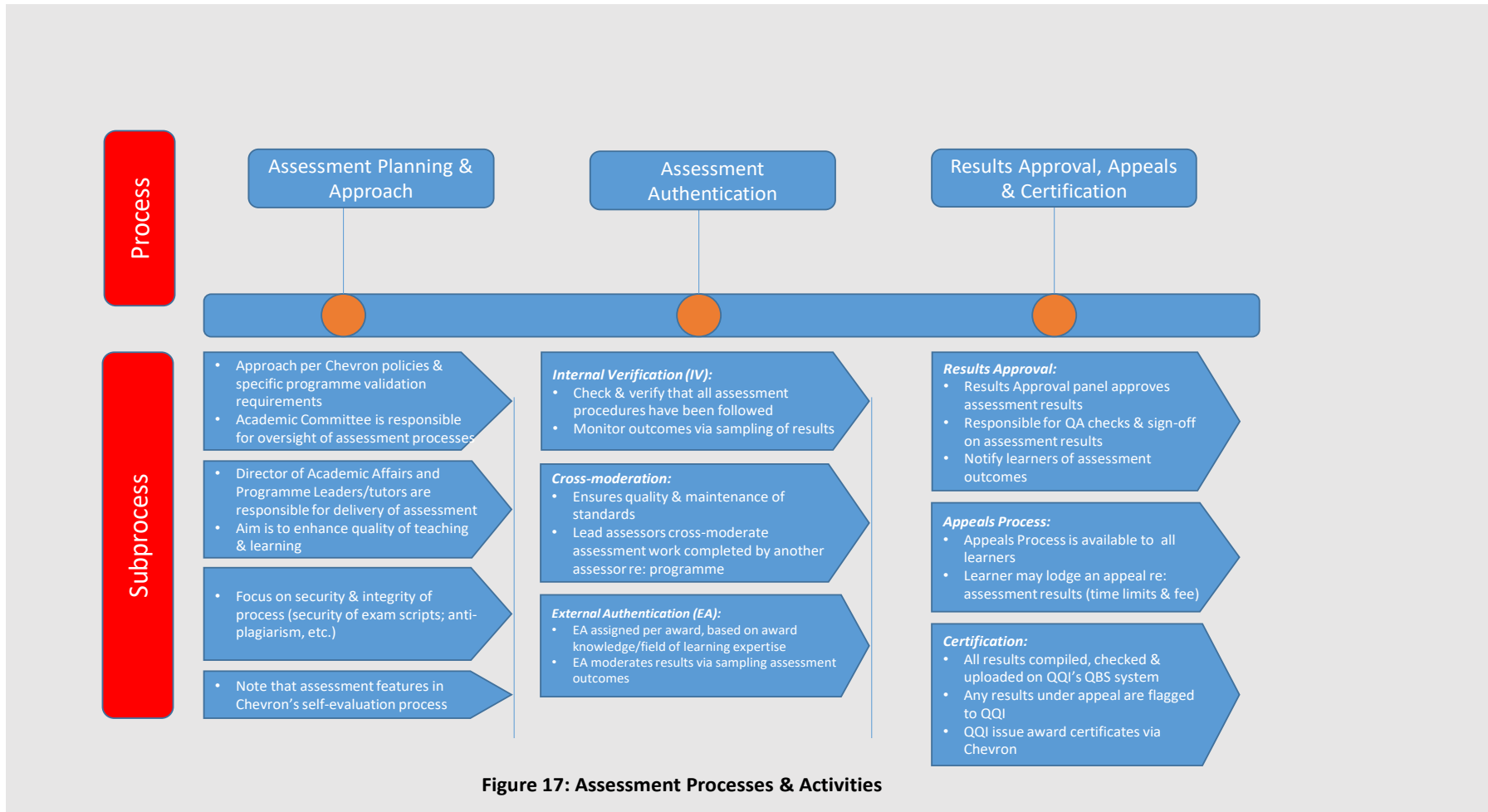


Figure 17: Assessment Processes & Activities

## 9.4 Assessment Techniques

The range of assessment techniques used will depend on a programme's specification and validation requirements. Generally, Chevron has used a common approach in assessment for QQI programmes, regardless of whether the course has adopted classroom or online delivery methods. Assessment methods have included written assignments, practical sessions and timed closed-book examinations.

The use of online assessment tools such as Turnitin has increased within Chevron, reflecting the need to coach writing skills plus manage the risk of plagiarism in FET. Protocols exist for safe, accessible and reliable communication of assessment between tutors and learners on written assignments. Similarly, formative assessment through responses to online Discussion Forums uses protocols covering respect for alternative points of view, anti-bullying policies, plus evidence-based and critical thinking skills.

## 9.5 Chevron's Assessment Framework

Chevron's approach to the assessment of learners includes methods to ensure that all assessments are:

- Consistent with Chevron's training and education mission.
- Valid for the purpose of QQI awards.
- Clearly understood by staff and learners.
- Seen to be fair to all learners.
- Internally verified as being fair and consistent.
- Externally authenticated as being aligned with national standards and consistent with QQI assessment guidelines.

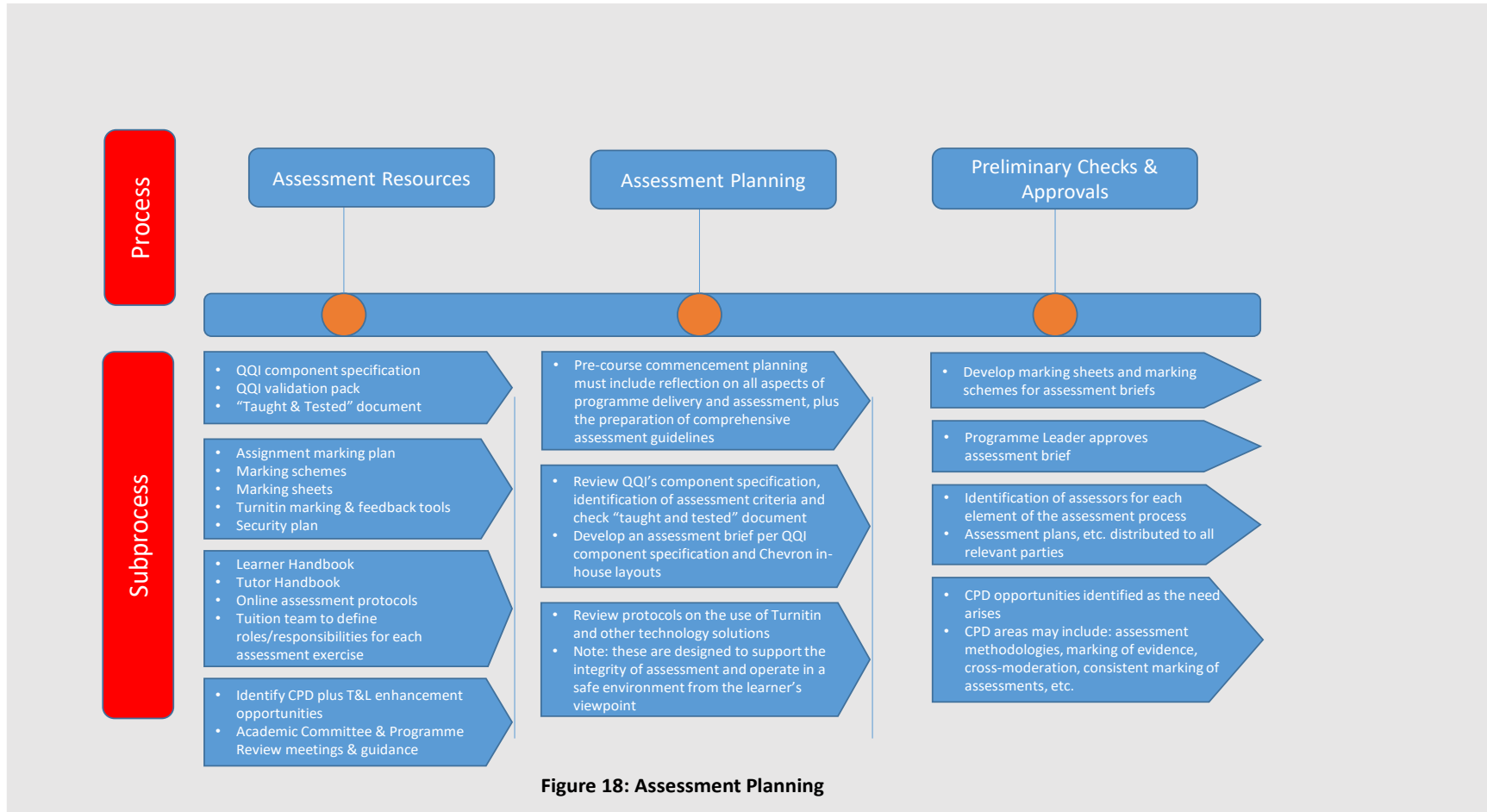
In order to demonstrate that learners have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete assessment. The assessments for programmes offered may use one or more of the following assessment techniques:

- Project
- Assignment
- Learner Record

- Portfolio of work
- Examination (Theory)
- Skills Demonstration
- Case Study
- Supervisor's Report

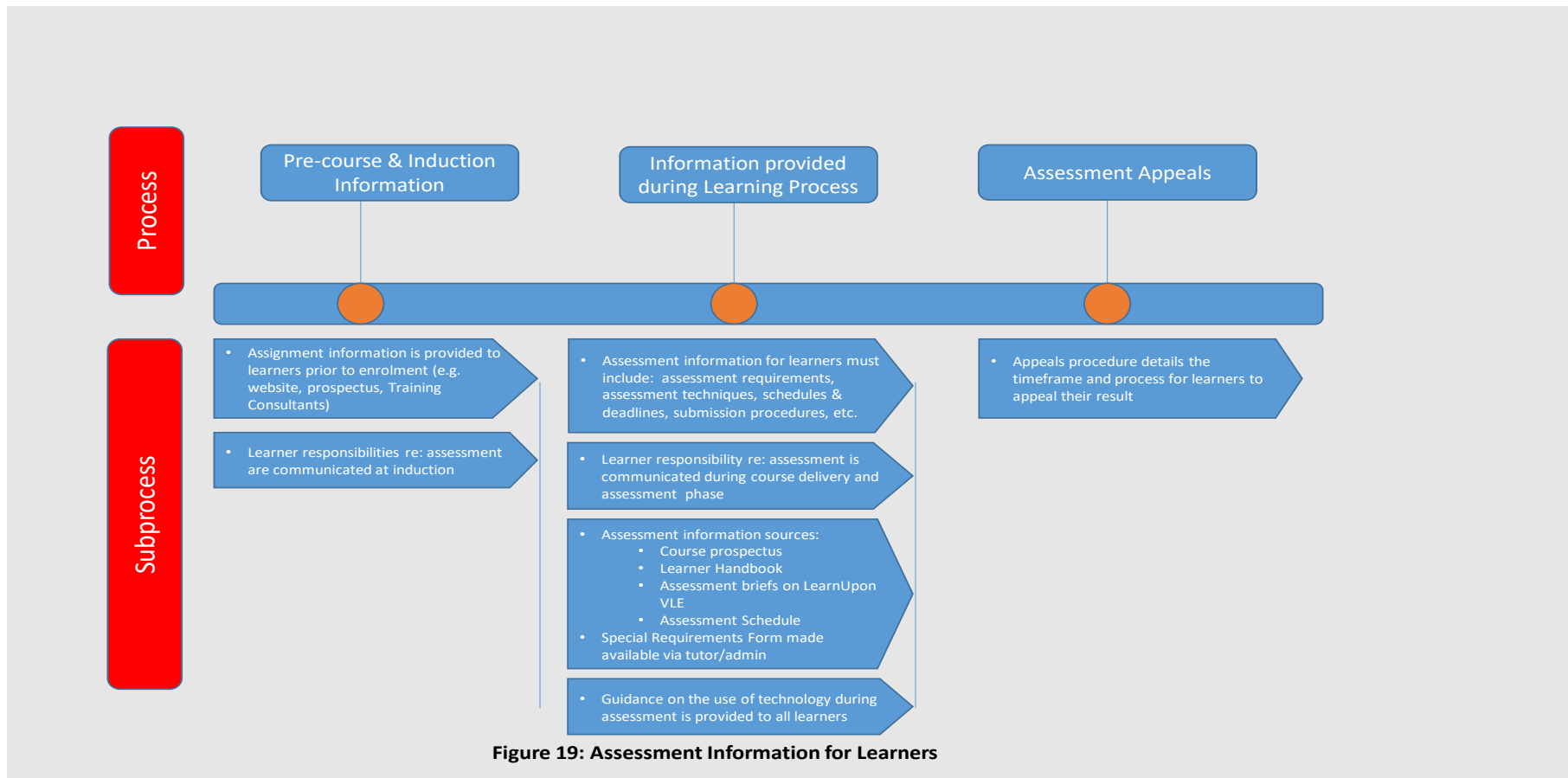
### 9.5.1 Planning Assessments

Planning for assessment involves the process outlined in Figure 18 below:



### 9.5.2 Assessment Information for Learners

Chevron recognises that the learner is responsible for demonstrating their learning achievement through meeting learning outcomes as measured during programme assessment. Information provided to learners and assessors is set out in Figure 19 below:



## 9.6 Security and Integrity of Assessment

The integrity and security of Chevron's assessment arrangements will influence the credibility of the process and the confidence of learners in training with Chevron. Chevron recognises that blended and online learning assessment may present different challenges in terms of integrity, anti-plagiarism, authenticity, reliability and security. Areas to be considered are outlined in the security and integrity of assessment are outlined in Figure 20 below:

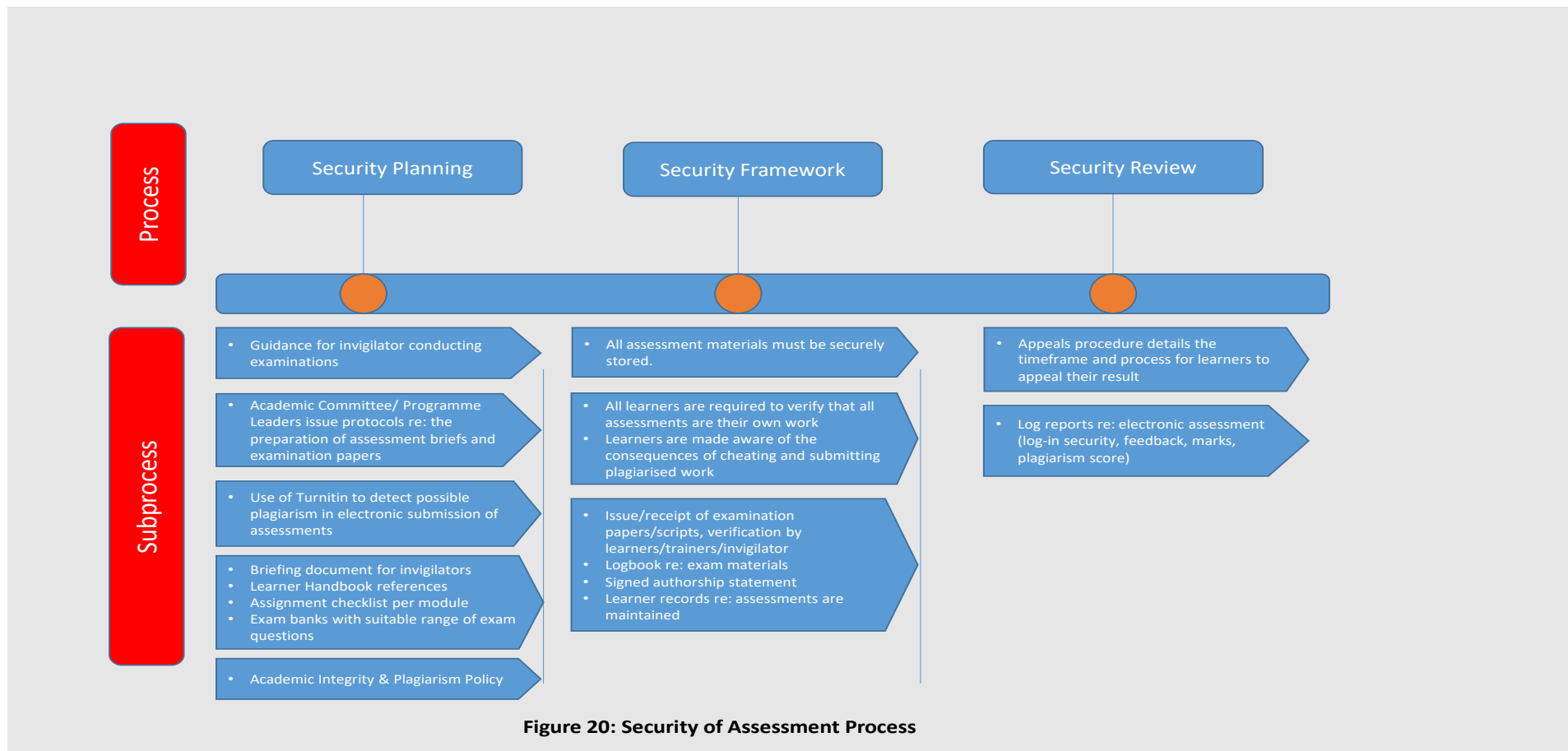


Figure 20: Security of Assessment Process

## 9.7 Reasonable Accommodations

A reasonable accommodation is a support provided to a learner with a disability or specific learning difficulty. It acknowledges that a particular assessment instrument may place barriers in the way of the learner seeking to demonstrate their learning. (For example, a visually impaired learner may need to use specialist technology to complete an examination.)

Reasonable accommodations are designed to enable learners with specific learning needs participate in assessments in a fair and accessible way. They do not apply to learners with a temporary illness or injury or other mitigating circumstances, who should refer to the process outlined in Chevron's Extenuation Policy (see: [Section 10.9](#)). The grounds on which applications can be made include but are not limited to:

- Specific Learning Difficulty (eg dyslexia)
- Hearing Difficulty
- Visual Difficulty
- Physical Difficulty
- Mental Health condition
- Significant ongoing illness (eg asthma, epilepsy).

Chevron is committed to ensuring that our assessment practices facilitate all our learners, so will take account of diversity of our learners' needs. Where learners require additional learning supports, Chevron will try and provide one or a combination of the following accommodations:

- **Physical Access:** Chevron will ensure that all examination venues are fully accessible to all of our learners. A Venue Checklist must be completed in relation to each assessment centre to ensure that the premises are wheelchair accessible, contain an audio loop system for learners that may have a hearing impairment, spacious rooms, clear signage, etc.
- **Use of Assistive Technology in Exams:** Learners may be allowed to complete their exam on a computer or use a recording device.
- **Scribes/Readers:** If required, learners may be provided with a Scribe and/or Reader to facilitate their completion of the written examination.



- Sign Language Interpreters: Sign language interpreters, chosen by the centre, are available to the learners upon request.
- Format of Examination Papers: The format of the examination papers may be adapted to accommodate the needs of specific learners.
- Additional Time: If it is deemed necessary for learners to complete the assessment, additional time may be allocated to the learner.
- Spelling and grammar waiver: Assessors will take into account the difficulties experienced with spelling and grammar, when marking learners with a specific learning disability.
- All other learner requests will be considered on a case-by-case basis and facilitated where it will provide the learner with an equal opportunity to complete the assessment.

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### 9.7.1 Applying for Reasonable Accommodations

Learners with a disability or specific learning difficulty are asked to inform the college at enrolment so that supports can be put in place for them in a timely manner. This is done by completing a Reasonable Accommodation Request form which must be accompanied with by a letter from a doctor or relevant professional report, to confirm the need for an accommodation(s).

Upon receipt of this information, Chevron's Head of Student Support and the relevant Programme Leader will consider the accommodations recommended by the report to determine the supports that will be provided. Additional guidance may be sought from AHEAD. When necessary, the learner may be asked to attend a meeting with the Head of Student Support to discuss the suitability of available supports.

Reasonable accommodations will be provided by Chevron where practicable and at no additional cost to the learner. Personal and sensitive information relating to the learner's specific learning difficulty or disability is strictly confidential and will only be shared on a 'need-to-know' basis.

The Programme Leader will notify the learner and the relevant programme team members in writing, of the reasonable accommodations that will be put in place.

Reasonable accommodations are concerned with adapting the assessment approach, not with diluting the standard of learning; learners must still demonstrate attainment of the programme's intended learning outcomes.

Where the need for additional supports is identified during the course of the learner's studies, Chevron will make every effort to provide appropriate advice and support to the learner. However, Chevron does not have the expertise to determine to what extent a disability or specific learning difficulty will impact learning. Therefore, any application for new or additional reasonable accommodations must be accompanied by an educational psychologist's or medical report, with recommendations on supports required to accommodate learning needs.

Chevron's Head of Student Support is the college's Disability Liaison Officer. The role of the Disability Liaison Officer is to facilitate the participation of learners with a disability or specific learning difficulty on Chevron's programmes. The Head of Student Support will liaise with programme team members to ensure that the agreed supports for the learner are in place. The Head of Student Support will keep in contact with the learner, to ensure the level of support is maintained and provide additional advice in order to minimise the impact of the disability or learning difficulty throughout their studies.

The provision of Reasonable Accommodations will be discussed at each Programme Review meeting. The Academic Council will review this area as part of its oversight of programme delivery. Further information on the Reasonable Accommodation process is set out in Figure 21:

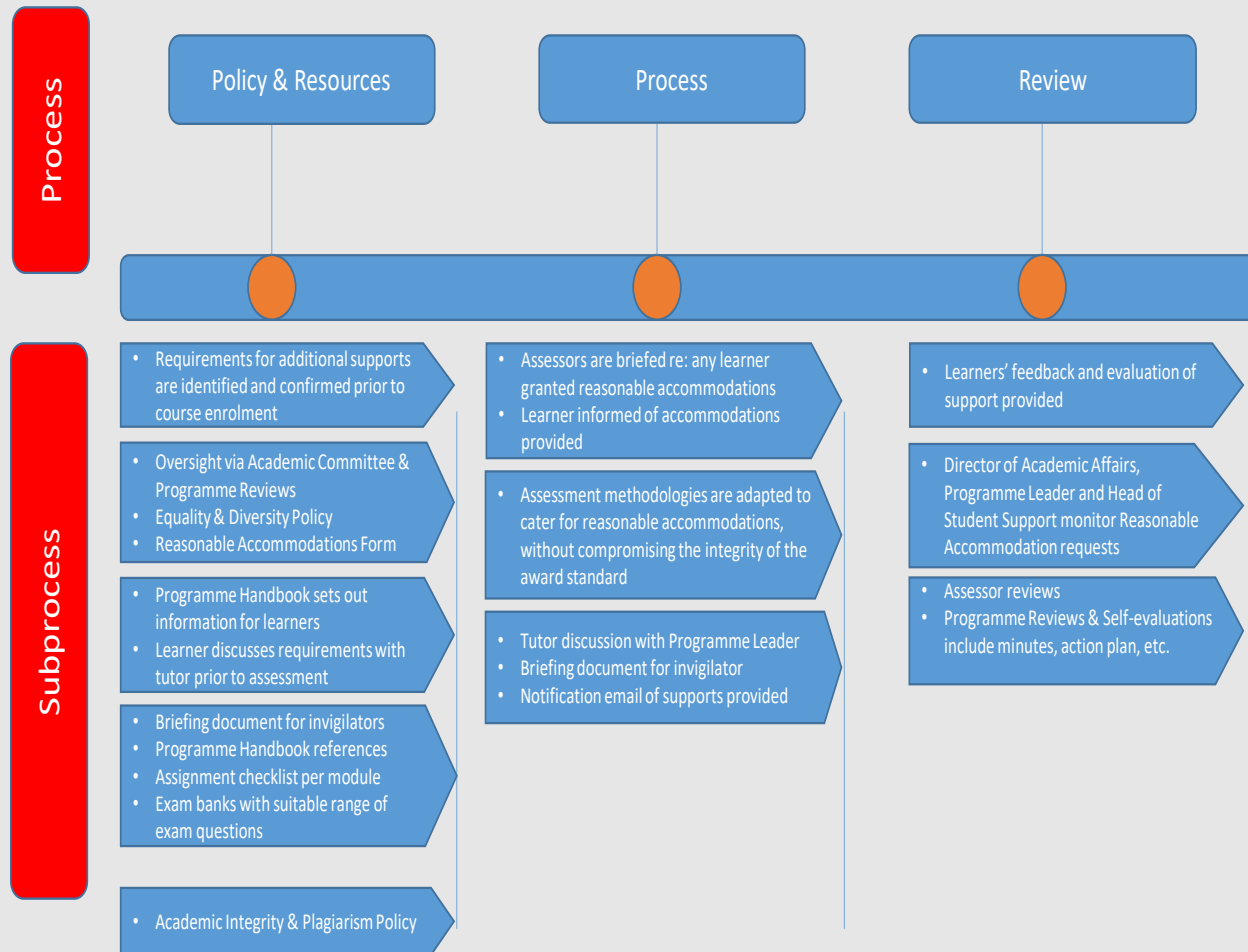
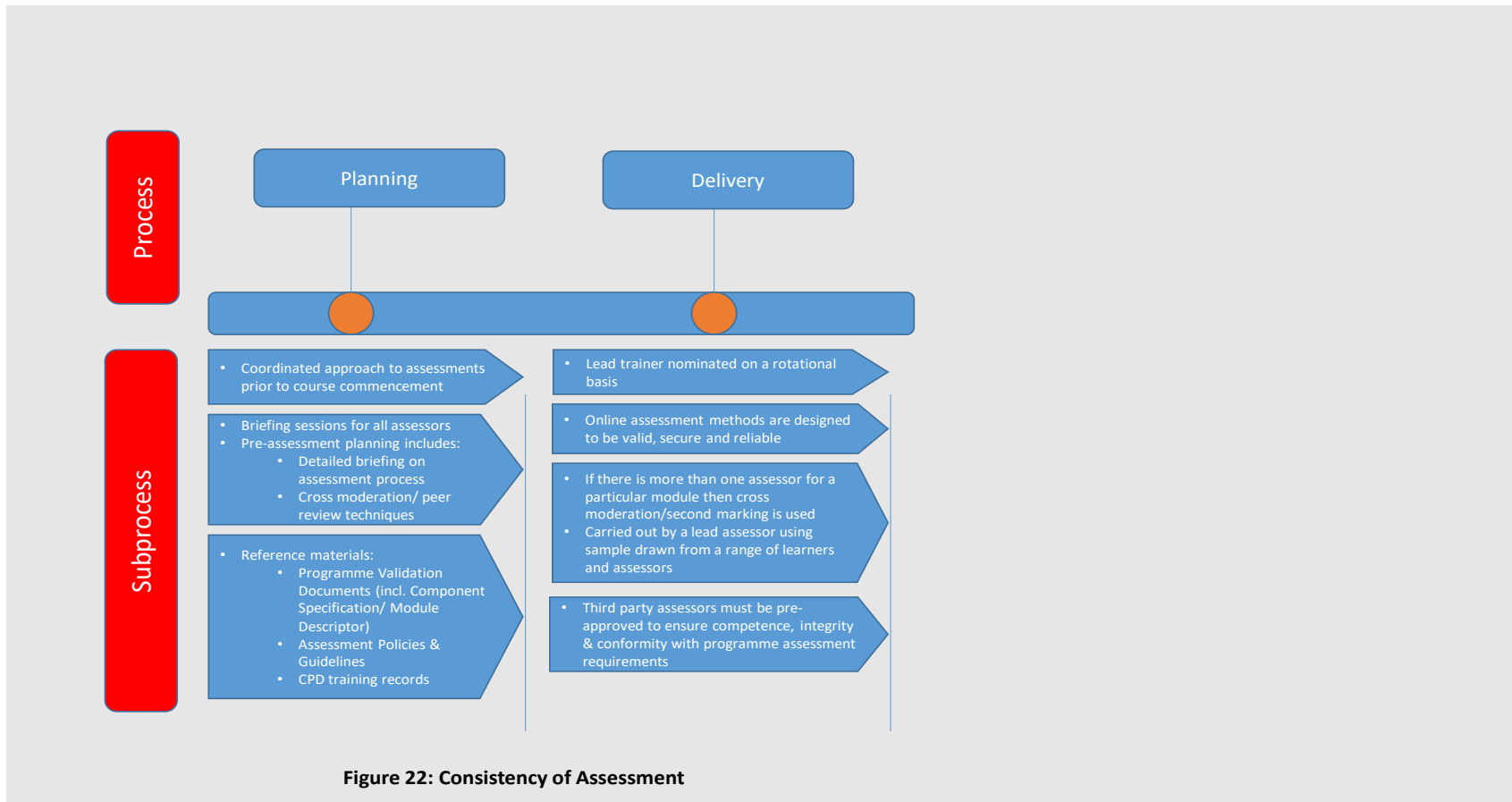


Figure 21 Reasonable Accommodation Process & Resources

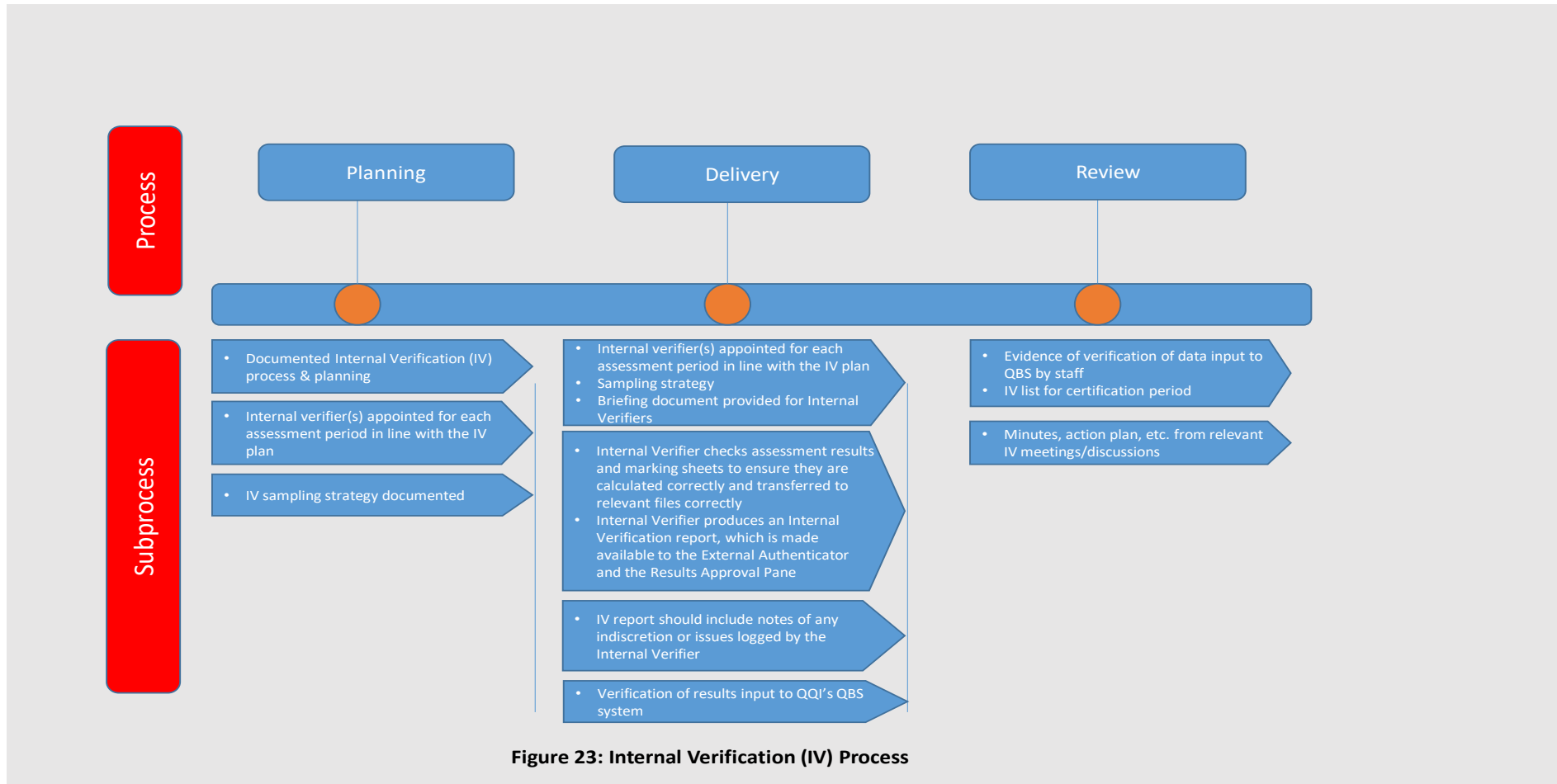
## 9.8 Consistency of Assessment

Assessment is a key part of the learning process, providing an opportunity for learners to demonstrate how well they are progressing towards achieving the learning outcomes for the programme. Assessment also requires fairness, consistency and fitness for purpose, as outlined in Figure 22 below:



## 9.9 Internal Verification (IV)

Internal Verification (IV) is an internal Chevron process to check assessment results and marking sheets to ensure that assessment has been completed correctly. The IV process is outlined in Figure 23 below:



## 9.10 Cross-Moderation Process

Prior to submission of results for certification, the lead assessor should cross-moderate a sample of assessments marked by another assessor on the programme. The outcomes of cross-moderation may include:

- The lead assessor on the programme must ensure that all component modules within the programme should be cross-moderated at least once each year;
- Where the lead assessor identifies a material difference in the standard of marking greater than 5% then the lead assessor has the authority to alter the mark awarded;
- Where the lead assessor identifies a significant difference, on a consistent basis, between the lead assessor's standard of marking and that of another assessor, then further remedial actions may be provided for, e.g. assessor training.

The Academic Council is responsible for monitoring the effectiveness of cross-moderation in conjunction with annual Programme Reviews.

## 9.11 External Authentication

The External Authentication (EA) process is an external review of Chevron's assessment to ensure its consistency with QQI standards, the module component specification and best practice.

The EA process provides an independent and authoritative confirmation of fair and consistent assessment of learners, in line with national standards. The EA process is outlined in Figure 24 overleaf:

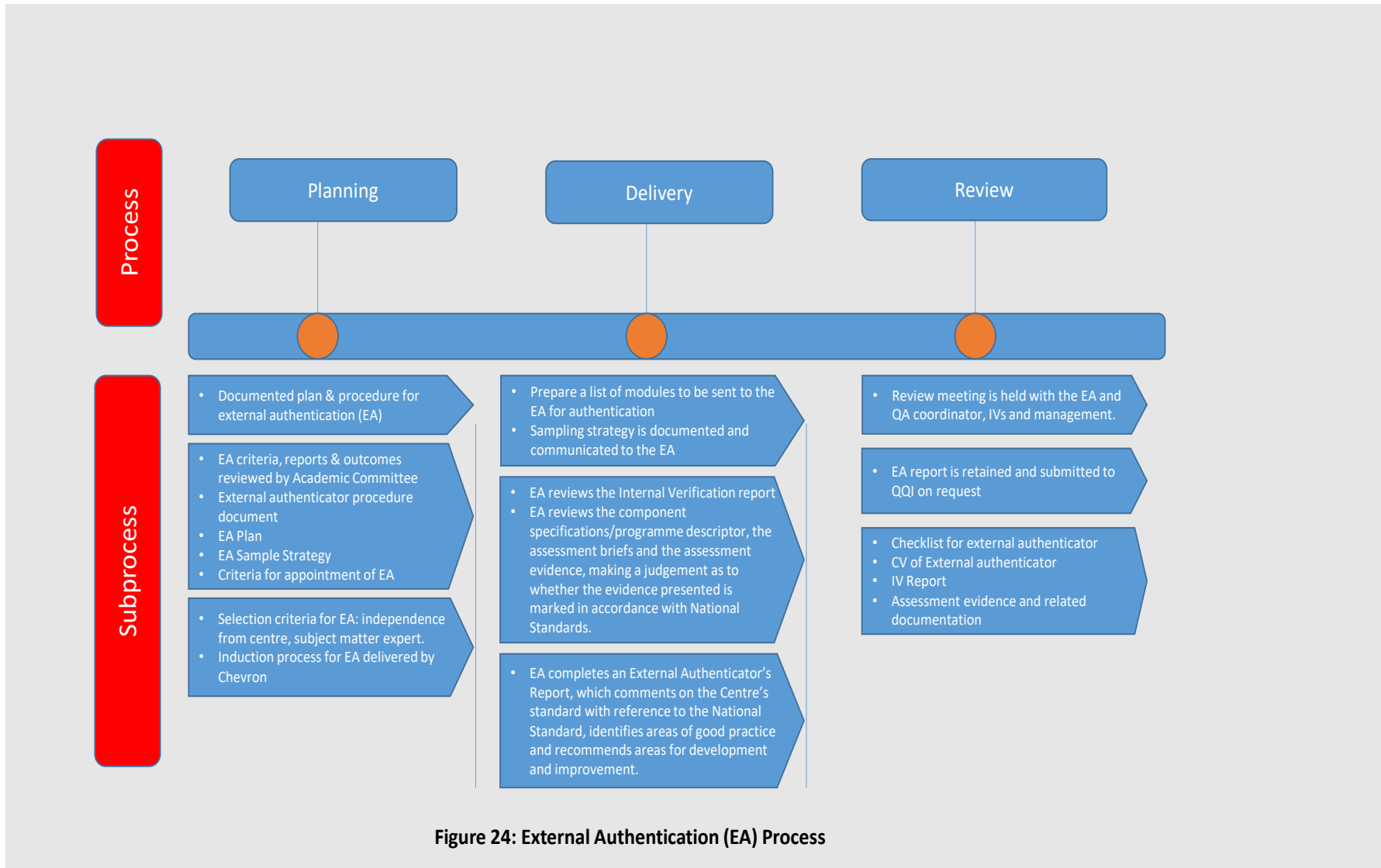


Figure 24: External Authentication (EA) Process

## 9.12 Feedback to learners

Chevron is committed to providing timely and constructive feedback to learners throughout their course. Feedback is documented, recorded and acted upon. It may be communicated to the learner by phone, email or embedded within a Turnitin report. Learners are also provided with opportunities to give formal feedback on their experience of their programme with Chevron, including the effectiveness of online and blended learning.

A regular review of the feedback to learners' process is carried out through:

- Review of records of feedback to learners
- Assessment briefs
- Marking schemes
- Notification email
- Turnitin reports
- Minutes, action plans, etc. from related meetings

## 9.13 Learner Appeals

The appeals policy includes appeals and processes in relation to online and blended learning. The Appeals Process enables the learner to appeal:

- The assessment process, if they perceive that there have been any irregularities/inequality in its implementation; and/or
- The assessment result.

Chevron will ensure the following:

- Information will be given to all Learners on the Appeals Process, via the Pre-Course Information available on the website and also as part of the course induction.
- The Appeals Process includes the procedures and deadlines for submitting an appeal.
- The learner must lodge their appeal in writing directly to Chevron. A minimum of 14 days will be allowed for a learner to lodge an appeal.



- A fee of €50 will apply per appeal and will be returned to the learner if the outcome of the appeal is successful.
- Only evidence that has previously been presented by the learner and has been retained by Chevron following the initial assessment, can be considered as part of an appeal. No new evidence can be submitted.
- All assessment evidence as required by the component specification/validated programme module must be available for the appeal. Any evidence not available will be assumed not to have been completed or submitted.
- Chevron will process the appeal within a reasonable timeframe and will ensure that the appeal assessor is not the original assessor.

As noted above, learners are notified on the Appeals Process in the Programme Handbook which outlines the following in relation to appeals:

- Learners are informed of their right to appeal the outcome of an assessment. Once final and approved results have been issued to the learner, a learner may initiate an appeal.
- Notice of an appeal must be submitted on the Appeal Request Form.
- Learners who wish to lodge an appeal may do so on payment of the standard fee per appeal. This fee will be returned to the learner if the appeal is successful.
- The learner has 14 working days from the date of the Provisional Results being issued to lodge an appeal. Any application for appeal received after that date is not considered.

Chevron will inform the learner of the outcome of the appeal within a reasonable timeframe.

Following the completion of the Appeals Process, QQI will be informed by Chevron of any successful appeals (e.g. changes in the assessment grades awarded). QQI will then make any required amendments to grades on QBS and will reissue an award certificate for the learner.

## 9.14 Results Approval

Results Approval is the process to ensure that results are fully quality assured and signed off, prior to submission to QQI for certification. The process involves:

- A results approval panel is convened (a minimum of 3 people).
- Provisional results, learner evidence, IV plan, EA plan, IV report and EA report are all available.
- A report is compiled by the panel to include:
  - Formal proposals
  - Recommendations of IV & EA reports
  - Approval of provisional results presented to the meeting
  - Request certification through QQI
  - Issue results to learners flagging the opportunity to appeal
  - AOB
- The report is then signed and dated by all members.
- Retain the IV, EA & RAP reports and submit to QQI on request.
- Issues of concern are identified with corrective actions.
- Results are approved, request certification from QQI, results issued to learners flagging opportunity to appeal.

## 9.15 Corrective Actions

Corrective actions are used to deal with errors, omissions and/or deliberate acts by learners/staff, which would impact on the validity of the assessment process. This involves:

All issues of concern (errors, omissions, deliberate acts by learners/staff, etc) relating to the validity and integrity of assessment are immediately reported to the Operations Manager/ QA Coordinator, investigated and an appropriate action plan is put in place;

- Document a corrective action plan.
- Errors and corrective actions recorded.
- Documented procedures for correction actions.

- Where applicable, a meeting will be held with relevant stakeholders to discuss the error and appropriate corrective action to be applied.

## 10 Assessment of HE Learners (QA Policy 6)

### 10.1 Policy Position & Ownership

Policy Owner	Person(s) Responsible for Policy Delivery	Current Version	Date of last revision
Academic Council	Management Board Academic Council Director of Academic Affairs Director of Higher Education TLA Programme Leader(s) Lecturers Programme Administrator(s) Head of Student Support Studies Advisors	V1.2	Apr 2022

Chevron's policies and procedures for HET programmes in respect of a successful extension of scope application, have been developed and updated with reference to *Assessment and Standards Revised (2022)*<sup>13</sup>, and will support the following principles:

- Learners are responsible for demonstrating their achievement.

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<sup>13</sup>[https://www.qqi.ie/sites/default/files/2022-09/assessment\\_and\\_standards-revised-2022.pdf](https://www.qqi.ie/sites/default/files/2022-09/assessment_and_standards-revised-2022.pdf)

- Assessment supports standards based on learning outcomes.
- Assessment promotes and supports effective learning and teaching.
- Assessment procedures are credible.
- Assessment is fair.
- Learners are well informed about how and why they are assessed.
- Assessments are benchmarked against national standards.
- Assessments are reviewed regularly to ensure assessment tools, procedures and strategy are fit for purpose and to adapt to evolving environments.
- Learners are included in the periodic review of assessments as part of the Programme Review process.

The assessment of learning on HET programmes will measure the achievements of learners and will provide valuable information to Chevron about the effectiveness of the college's teaching, learning supports and programme design. Chevron already has robust and consistent processes in place to manage the submission, marking and return of assessments that meet the quality standards of the College's collaborative partners -University of East London (UEL), University of Sunderland (UOS) and Wrexham Glyndŵr University (WGU). Programme teams involved in designing, implementing and grading assessments are familiar with HET assessment tools and techniques and will receive further ongoing support and training in developing their skills, knowledge and practice in respect of HET assessment as outlined in Chevron's TLA Strategy.

The Director of Academic Affairs will have executive responsibility for the management of assessment and for ensuring that it is conducted in accordance with Chevron's policy and procedures as agreed with QQI.

## 10.2 Assessment Design

Assessment will be an integral part of HET programme design and will be constructively aligned with learning outcomes. The learning outcomes for Chevron's HET programmes will be documented at programme and module level and will be formed and evaluated as part of Chevron's programme development and QQI validation processes.

Without pre-empting the development process, Chevron's HET programmes will be a blend of directed and self-directed learning, with a mix of synchronous and asynchronous delivery using an online Flipped Classroom methodology. Each module will have a separate site, with a clear structured learning experience and assessment schedule around a sequence of weekly topics. Modules will include sufficient (but not excessive), timely, diverse and fit-for-purpose assessment tasks designed to:

- facilitate effective learning;
- inform individualised feedback and support; and
- measure progress towards attainment of the intended programme learning outcomes.

A programme assessment strategy will be produced for each programme, with module assessment strategies for each of its constituent modules. This will describe the rationale for the use of continuous and real-time assessments. Assessments and submission timeframes will be determined based on module learning requirements and learning outcomes. The range of assessment instruments used will depend on the programme's specification and validation requirements and will include but will not be limited to:

- Assignment: essay, report, short answer questions, mindmaps/diagrams, portfolio of work, reflective journal or blog.
- Written exams: essay, short answer questions, multiple choice questions, open-book.
- Practical: skills demonstration, oral presentation, poster presentation.

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### 10.2.1 Diagnostic, Formative and Summative Assessment

Good practice in assessment design recommends the inclusion of diagnostic, formative and summative assessment. Formative assessment comprises a range of formal and informal activities that provide the learner with opportunities to receive timely and constructive feedback and guidance. It takes place in the early stages of a module and is designed so the learner can develop competence, gain understanding in a new area and practise unfamiliar skills, in order to support them in attaining a module's specified learning outcomes. Formative assessment does not usually

contribute to an overall mark but provides information to both the lecturer and the learner about areas where further support or development may be required.

Diagnostic assessment is a special case of formative assessment. It is defined by the ERIC Digest (<http://www.ericdigests.org/pre-9213/terms.htm>) as 'an intensive, in-depth evaluation process with a relatively detailed and narrow coverage of a specific area. The purpose of this is to determine the specific learning needs of individual students and to be able to meet those needs through regular or remedial classroom instruction.' Diagnostic assessments are used at the beginning of the learner's journey with Chevron to identify any strengths or potential gaps in knowledge that require extra support. It may lead to a request for Reasonable Accommodations to support specific learning needs or to a formal consideration of prior learning through Chevron's RPL procedures.

Summative assessments are the formal assessment tasks that determine that a set of specified learning outcomes have been attained by the learner and their entitlement to academic credit. Summative assessments are marked and the mark contributes to the learner's overall result for the module and programme. This may include results from continuous assessments, individual and group project work, oral assessments, or written examinations.

Where possible, Chevron's summative assessments will be designed to include a formative element. Each module will contain resources designed to develop understanding, consolidate learning and practise academic writing and research skills before undertaking summative assessments. Interactive activities will involve discussion and collaboration with peers on the discussion forum, directed reflective writing and opportunities for self-assessment. Module lecturers/tutors will set discussion topics, quizzes etc. for formative assessment purposes and to encourage peer-to-peer interaction.

Even shortly after validation, a programme may need to be adapted based on the experience of teaching it for the first time. Moreover, all programmes will eventually need modification to adapt to changing needs and circumstances. Assessment methods will be tested, reviewed and renewed as necessary to adapt to evolving requirements, and with reference to resources on policy and procedures from The

National Forum for the Enhancement of Teaching and Learning<sup>14</sup>. In keeping with Chevron's policy on student-centered learning, there is an increasing emphasis on students as partners in teaching, learning and assessment. As part of Chevron's CO-CREATES model of instructional design, programmes will explore the use of collaborative opportunities in the assessment process, to develop our students' abilities as creative and reflective learners and to prepare them for professional settings. Developing and testing new assessment methods, strategies and tactics will be essential for the continual enhancement of Chevron's programmes and for coping with any emerging challenges. The evaluation and development of programme and module assessment strategies and schedules will include consideration of module feedback from previous learner cohorts and will form a substantial part of Chevron's programme review process.

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### 10.2.2 Work Placement

Many learners on Chevron's HET programmes will already be working in an early years care (ELC) or healthcare setting. Where learners are not working in a practice or agency setting, they will be required to organise work placement(s) appropriate to their studies. The Programme Leader will appoint a designated Placement Officer for each programme to support learners in sourcing work placements. For more information on work placements see: [Section 14.5](#).

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### 10.2.3 External Review of Assessment Strategy

External examining by an independent expert is a quality assurance mechanism that will support the fair and consistent assessment of learners and public confidence in Chevron's HET academic qualifications. Chevron's Director of Academic Affairs in consultation with individual Programme Leaders, will establish a panel of External Examiners for each of the college's HET programmes, and appointments will be made by the Academic Council.

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<sup>14</sup> <https://hub.teachingandlearning.ie/>



The primary role of the External Examiner will be to verify that the award standard is achieved each time a cohort of learners is assessed and to report their findings and recommendations to Chevron. This examiner will review the assessment instruments (exams, assignment briefs etc) in advance and will then review a sample of learners' work which has been graded. (See: [The Assessment Process](#) Section 10.3.)

Once finalised, drafts of the programme's summative assessment tasks, model responses and rubrics/grading schemes will be sent to the External Examiner (or team of external examiners, where more than one has been appointed) for perusal. The External Examiner will provide advice and guidance to the Programme Team on the design, structure and content of the programme and its constituent components and the quality of the assessment instruments. Assignment briefs will not be made available to learners until agreement is reached between the External Examiner and the Programme Team on any modifications that the External Examiner deems appropriate. The process of reaching agreement will be informative for both Chevron and the External Examiner and will contribute to establishing a good working relationship with the Programme Team. Chevron's Director of Academic Affairs as the principal point of contact between the College and all External Examiners, will oversee this process and assist where required.

Chevron's External Examiner Policy has been developed with reference to QQI's *Effective Practice Guidelines for External Examining* (2015). For further information on the appointment, induction and role of Chevron's External Examiners see [Section 14.4](#).

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#### 10.2.4 Programme Assessment Schedule

Assessment will be planned and coordinated across programme modules to avoid grouping of assessments and to ensure an appropriate workload balance for learners. The schedule will be reviewed and revised as necessary and on an annual basis, as part of Chevron's programme review processes.

Information will be provided to learners about assessments through the programme's web page, at induction, in their Programme Handbook, in the module descriptors on LearnUpon and by their lecturers/tutors.

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### 10.2.5 Feedback Prior to Assessment

Discussion forums will be moderated by the lecturer/tutor who will assess the learner's engagement and understanding of the material and provide individual and group feedback. In this way, each learning session will 'flip' the classroom by presenting the content and related material online, while the classroom (online discussion forums, webinars or Zoom calls) will become a tutorial which presents formative feedback and further 'food for thought' to support the development of deep learning for each module.

Since January 2021, assignments at Chevron College have been submitted via Turnitin, unless stated otherwise, reflecting the need to provide supports for academic staff and learners in upholding academic integrity (see: Academic Integrity Policy Section 10.6). Prior to summative assessment on HET programmes:

- Learners will be allowed to 'self-submit' their assignments to Turnitin in order to check for plagiarism before submitting their work for formal assessment.
- Learners will be able to contact their Studies Advisor for support on how to interpret and appropriately address the Similarity Report.
- Learners will be given the opportunity to make multiple submissions to Turnitin in order to develop their academic writing and referencing skills.
- Depending on the programme validation, a draft of the assignment may be accepted on Turnitin and electronic feedback provided.
- Timeframes will be clearly outlined in the Programme Handbook and Assessment Brief and by the lecturer/tutor to allow the learner sufficient time to reflect and address the feedback provided, when redrafting the final version of their assignment for formal submission.

## 10.3 The Assessment Process

The stages in the assessment of learners studying QQI programmes at Level 7 and Level 8 at Chevron College are outlined in Figure 25 below:

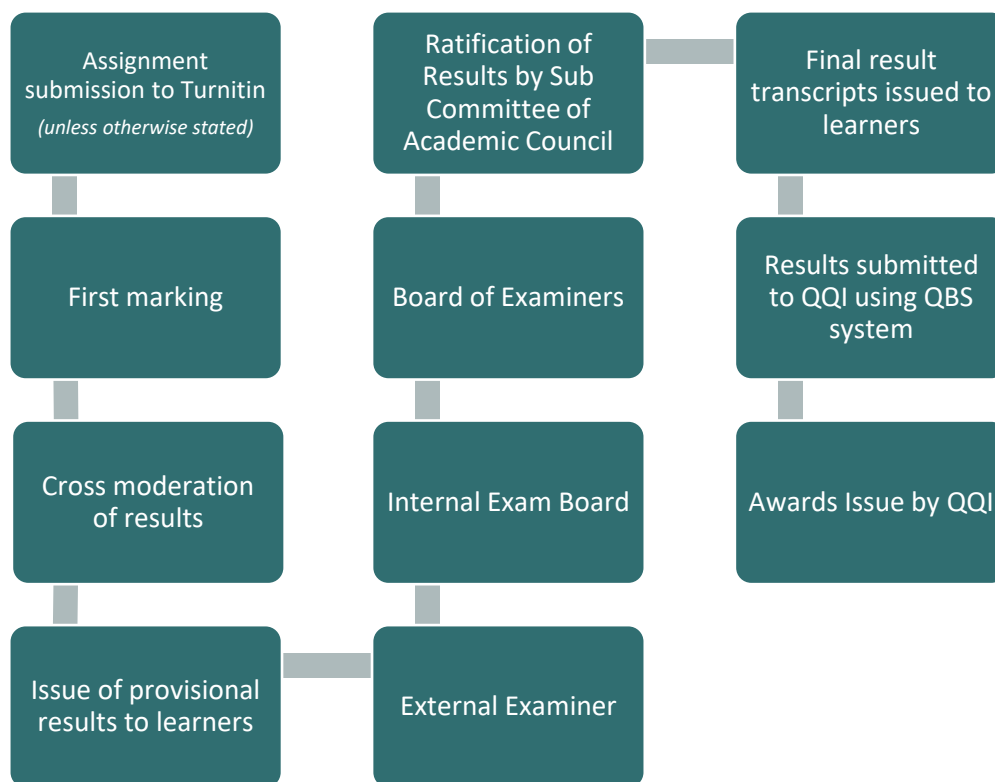


Figure 25: Assessment of HET Learners

### 10.3.1 Assessment Submission and Turnitin

Except where otherwise stated, learners will submit all summative assessments on Chevron's HET Programmes to Turnitin. The following rules will apply:

- Learners must upload assignments to Turnitin, through their Turnitin account in the case of individual submissions, or through a nominated group leader in group assignments, on or before, the submission deadline.
- Learners will be notified by a Turnitin email message when their assignment has been submitted successfully.
- Other means of submission will not be accepted.
- Technical support will be available from Chevron in case of problems with submission.
- Assignment deadlines on Turnitin will be set on or before 3.30pm on working days, to ensure technical support is available.

- It is the learner's responsibility to ensure that they have sufficient time (one hour) to address any technical issues before the submission deadline.
- All submitted assignments must include an authorship statement. Failure to do so will render the submission null and void.
- Learners must keep a copy of all submitted assignments until final results are ratified and any associated appeals have concluded.

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### 10.3.2 Deadlines and Late Submission

Learners will be expected to develop effective time management and study skills when undertaking a higher education programme. Chevron will operate a late submission policy on HET programmes as follows:

- Learners must submit summative assessments for each module by the due date and time as stated in their assessment brief.
- If a learner submits an assessment twice, the later submission will be marked. If the later submission is made after the submission deadline, a late penalty will be applied.
- Real-time assessments (LearnUpon quizzes, oral presentations, etc) cannot be late. Failure to attend a real-time assessment will result in a mark of 0%, except where extenuation has been granted, and will be considered as an assessment opportunity for the purpose of entitlement to repeats.
- Assignments will be accepted as late submissions up to and including 7 days (one week) after the submission deadline.
- Unless an extension has been granted to the learner:
  - An assignment which is submitted late, but within 24 hours of the deadline, will be assessed but subjected to a penalty of 5% of total marks available (as opposed to the marks obtained).
  - A penalty of 20% of total marks available will be deducted for assignments submitted up to and including 7 days (one week) late.
  - Assignments submitted later than 7 days will not be graded and a mark of 0% will be awarded.
- If an assignment is submitted late due to 'technical difficulties', a late penalty will be applied if the learner did not allow sufficient time (at least one hour before submission deadline) to access technical support from Chevron.

- When a late penalty is applied, this must be clearly indicated to the learner. The Programme Administrator will record the penalty applied and the original result.
- Learners who fail to submit an assessment will be awarded a mark of 0% for that assessment.

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### 10.3.3 Extensions

A request for an extension to an assessment deadline will be available to learners through Chevron's Extenuation Policy (see [Section 10.5](#)).

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### 10.3.4 Marking Schemes and Grading

For each HET programme, the relevant teaching teams will agree a marking plan for each module with the Programme Leader at the beginning of the semester. This plan will identify:

- first markers, second markers and timetables; and
- assessment criteria (marking and grading) to ensure appropriate use of the full spread of marks.

Assessments will be criterion referenced against learning outcomes. The module lecturer/tutor will be responsible for the grading of assessments which will be based upon the extent to which intended learning outcomes have been attained or exceeded. There will be a clear, demonstrable relationship between the learning outcomes and the mark awarded.

Learning outcomes represent the threshold standard for a pass, i.e. to be awarded a pass mark, a learner must have evidenced attainment of the relevant minimum intended module or programme learning outcomes. Higher grades awarded will be based on how the learner exceeds the learning outcomes and to what extent. This will be reflected in the grade descriptors for each assessment, which will be provided to learners and will outline what is required to achieve a higher grade.

All HET programmes at Chevron College leading to a QQI award will be subject to the following regulations, except where programme specific regulations replace these as per programme validation:

- Assessors will be required to make a final judgement, having totalled marks, in order to determine the final mark to be awarded. Marking a learner's work is the making of a quality judgement against clearly defined criteria in the assessment's grade descriptor. Assessors will be free to add or deduct marks to reflect more accurately the standard of the overall piece of work assessed.
- Grades will be awarded based on the individual learner's performance. Assessment decisions will not be based upon the comparison of one learner against others or by the requirement to have a specified number in a grade band.
- Learners undertaking group work will be assessed as individuals. This takes into account that learners may not contribute equally to group work or derive the same standard of learning from it. An agreed percentage of the marks allocated will relate to the individual component mark.
- To be deemed to have successfully completed an assessment a learner must achieve a minimum 'Pass' mark of 40%, except where stated otherwise. Learners will be notified of pass marks on commencement of the programme.
- A mark below 40% is reflective of work which is deemed unsatisfactory in that it has not evidenced attainment of learning outcomes and may only show a superficial understanding of the subject matter. A mark of 35 –39% should be awarded where the assessor feels that the fail is marginal in that it demonstrates that some attainment of the learning outcomes.
- Assessors will be required where possible to avoid issuing borderline marks i.e. 1% below the next grade band, particularly when this pertains to the pass/fail borderline.
- The minimum pass mark for a module will be 40% except where programme validation has determined otherwise. Learners must achieve a minimum of 30% in all component assessments of the module and a pass mark overall, in order to pass the module.
- Learners may be required to repeat the failed assessment or module in order to progress to the next stage of the programme except where Pass by

Compensation applies or they are allowed to carry the failed module forward  
(See: [Section 10.4 Progression](#)).

### 10.3.5 Award Classification

The following tables describe the classifications available for major awards (made by QQI or by recognised institutions under delegated authority) in the National Framework of Qualifications (NFQ). They also specify the required boundary values for grade point average (GPA) and percentage point average (PPA).

Classification of Higher Certificates (Level 6) and Ordinary Bachelor's Degrees (Level 7)	GPA boundary values	PPA boundary values	Description 2009-2010 and following
Distinction	3.25	70%	Indicative descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Merit Grade 1	3.0	60%	Indicative descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Merit Grade 2	2.5	50%	Indicative descriptor:



			Achievement includes that required for a Pass and in some respects is significantly beyond this
Pass	2.0	40%	Definitive descriptor: Attains all the minimum intended programme learning outcomes

Classification of Honours Bachelor's Degrees (Level 8) and Higher Diplomas (Level 8)	GPA boundary values	PPA boundary values	Description 2009-2010 and following
First Class Honours	3.25	70%	Indicative descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Second Class Honours	3.0	60%	Indicative descriptor: Achievement includes that

Grade 1			required for a Pass and in many respects is significantly beyond this
Second Class Honours Grade 2	2.5	50%	Indicative descriptor: Achievement includes that required for a Pass and in some respects is significantly beyond this
Pass	2.0	40%	Definitive descriptor: Attains all the minimum intended programme learning outcomes

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### 10.3.6 Moderation

After first marking, the Programme Leader will arrange to cross-moderate a sample of assessments marked by all assessors on the programme. Moderation is a second-marking process intended to:

- ensure that an assessment outcome is fair and reliable and that the assessment criteria have been applied consistently; and
- provide extra support and guidance to less experienced first markers.

The Programme Leader will be responsible for organising and supervising the moderation process as follows:

- The sample size will be agreed at programme level but will include at a minimum, one assessment from each grade band and all fails, borderlines and first class honours.
- The second marker will review the sample and discuss their observations with the assessor, helping to facilitate a shared understanding of grading standards and the programme assessment strategy.
- A learner's mark will not be adjusted without the agreement of the assessor.
- Where the assessor and second marker disagree about a mark adjustment, or if there are other issues raised by the moderation process, the matter will be referred to the Programme Leader, who may recommend a third marking of the assessment and/or seek guidance from the External Examiner.
- Further remedial actions will be provided in consultation with the Director of Academic Affairs, for example, assessment training.

The Academic Council will be responsible for monitoring the effectiveness of cross-moderation on HET programmes, in conjunction with annual Programme Reviews.

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### 10.3.7 External Examiner

After each cohort is assessed, the programme's External Examiner will be required to sample a representative selection of learners' assessments to verify that standards have been achieved and submit a written report to the Programme Leader using the template provided by Chevron.

The sample size and any further information required to carry out this function effectively, such as grade analysis and benchmarking data, will be agreed between the External Examiner and the Programme Leader. The Programme Leader will be responsible for ensuring that the External Examiner has access to this material in good time ahead of the Board of Examiners meeting. The External Examiner may seek further information from the Programme Leader in order to ensure that they have sufficient material to form a judgement.

External Examiners will be required to attend at least one Board of Examiners meeting during the academic year and should be present at any meeting where recommendations for the granting of higher education and training awards are made.

External Examiner reports will be important inputs into the programme's quality assurance cycle and related processes. Actions arising from these reports will be recorded and communicated as appropriate.

For more information on the role of the External Examiner see: Section 13.4.

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#### 10.3.8 Issue of Provisional Results

Chevron will issue provisional results or an update on the timeframe of results, to learners via Turnitin within a period of not more than three weeks from an assessment submission deadline. Results will not be issued to learners until the moderation process has been completed.

All results will be provisional until ratified following the Board of Examiners.

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#### 10.3.9 Assessment Feedback

Feedback on the assessment result will be embedded within the Turnitin report via the GradeMark function outlining areas for further improvement in subject knowledge and academic skills and designed to support the learner in future assessment. It will be learning outcome focused, indicating how the outcomes may be more fully addressed or how they may be exceeded and may be:

- Individual – identifying specific issues relating the learner's work.
- Generic – referring to general points about the assessment.

Learners will be encouraged to discuss this feedback with their assessor. A request for a discussion about assessment feedback may be made by email and the assessor will arrange a time for a Zoom or telephone call to review the assessment. The aim of this consultation will be to:

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

Such a consultation will be informal and will be distinct from a request for a formal recheck or review of the ratified result following the decision of the Board of Examiners. (For further information see: Recheck, Review and Appeal Policy, Section 10.6.

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#### 10.3.10 Internal Exam Board

Once moderation is completed, the Programme Leader will arrange an Internal Exam Board meeting with all module assessors and the Director of Higher Education Teaching, Learning and Assessment to review assessment results. This meeting will offer assessors an opportunity to discuss their findings before preparing the draft broadsheet of results for the Board of Examiners and will be organised as follows:

- Internal Exam Board meetings will be held not less than one week before the Board of Examiners meeting to ensure adequate time to prepare the draft broadsheet of results.
- Any issues with results will be discussed.
- External Examiners can be involved in such meetings.
- Such a meeting may influence but not compel, assessors to adjust their assessment findings. Any changes to assessment or module marks may only be made with the agreement of the assessor concerned.
- The Internal Exam Board does not have the authority to change a borderline award, approve a pass by compensation or fail a learner, but will make recommendations to the Board of Examiners.

- While some modules may be more challenging than others — and this may be reflected in the grades assigned — any module having a grade distribution which is inconsistent will warrant further investigation. If systematic anomalies are discovered (through routine analysis or following consideration of learners' complaints), these will be reported to the Board of Examiners and the Director of Academic Affairs will be notified by the Programme Leader.
- A report on the moderation process and recommendations made by the Internal Exam Board will be prepared for the Board of Examiners meeting by the Programme Leader.

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### 10.3.11 Board of Examiners Terms of Reference

#### 1. Purpose

The authority to make summative assessment decisions on Chevron's HET programmes will be assigned to the Board of Examiners. A Board of Examiners will be established for each programme to consider all assessment findings (including the findings of repeat/supplemental assessments) and to determine assessment results for each of the learners presented, based on the recommendations of assessors.

#### 2. Format

##### 2.1 Membership of a Board of Examiners will comprise:

- Programme Leader from another of Chevron's HE programmes, or nominee (Chair)
- Director of Higher Education, TLA
- Programme Leader
- Module Lecturer/Tutor, for all modules under consideration
- Lecturers/Tutors who have a role in the assessment of the relevant module and programme stages
- External Examiner
- Programme Administrator (who acts as Secretary to the Board)
- QA Coordinator.

Note: In the interests of impartiality, Chevron's Director of Academic Affairs may nominate an external chair to a Board of Examiners.

2.2 A Programme Leader from another of Chevron's HE programmes, or a nominated external board member will act as Chair of the board and will represent it, as required by Chevron's Academic Council.

2.3 The Board will have the discretion to invite any person to attend its meetings to assist with the conduct of its business, including those who may have relevant contributions to make in respect of decisions about learner eligibility for progression.

2.4 The QA Coordinator will be required to be 'in attendance' at each Board of Examiners meeting on behalf of the Quality Policy and Procedures Committee, to ensure consistency in academic decision making and that the College's QA policies and procedures are observed. They may provide information to the Board as requested but do not have speaking or voting rights.

2.5 No learner at Chevron College may participate in or observe, a Board of Examiners meeting.

### 3. Terms of Office

3.1 The term of office for an External Examiner(s) will be 3 years.

### 4. Terms of Reference

4.1 To satisfy itself that learners on programmes at Chevron College have been appropriately graded and classified by the Internal Exam Board.

4.2 To grant eligibility for progression or recommend that an award be made.

4.3 Where administrative errors are discovered, to ensure that any necessary adjustments to marks/grades will be applied to all learners affected.

4.4 To be vigilant against any tendency towards grade inflation, including consideration of borderline cases.

4.5 When considering borderline cases, to consider the learner's performance as a whole against the minimum intended learning outcomes. In the absence of bias, it is to be expected that as many borderline grades will be reduced as will be increased.

4.6 To consider overall findings and assessment trends, noting any general issues that may require consideration.

4.7 To prepare a draft broadsheet of results for approval.

4.8 To formally report to the Academic Council on all its decisions and activities.

## 5. Conduct of meetings

### 5.1 Frequency of Meetings

Meetings of Boards of Examiners will be held after each semester and programme stage (including the repeat assessment period).

### 5.2 Quorum

5.2.1 A quorum for the Board must include: the Chair, Programme Leader and at least two thirds of the lecturers involved in the assessment of the relevant module and programme stages.

5.2.2 The relevant programme external examiners should be present at any meeting where recommendations for the granting of higher education and training awards are made. Otherwise, it is desirable (but not mandatory) for the external examiner to be present, provided he/she attends one examination board per annum.

5.2.3 In exceptional circumstances where an External Examiner is unable to attend the Board of Examiners meeting but has attended an Internal Exam Board or visited Chevron's premises to examine the assessment findings, agrees with the recommendations recorded on the draft broadsheet of results, and has provided a written report to be read out, he/she may be represented by a suitable person at the Board meeting. This person must be independent of Chevron College and will report on the meeting directly to the External Examiner.

5.2.3 Where an External Examiner is incapacitated during his/her term of office or is unable to attend the meeting of the Board of Examiners owing to unforeseen circumstances, a replacement External Examiner should be appointed by the External Chair of the Academic Council.



5.2.4 An inquorate Board of Examiners does not have the authority to make assessment decisions.

### 5.3 Agenda and Minutes of Meetings

5.3.1 The meeting dates of Chevron's Boards of Examiners should be arranged by the Chair in good time and in consultation with External Examiners. Dates will be notified to all involved, including QQI where appropriate.

5.3.2 A Board of Examiners cannot base its decisions on incomplete results. The Secretary will be responsible for ensuring that the following materials are available to the Board of Examiners meeting:

- the programme assessment strategy and approved programme schedule
- evidence that assessment procedures are valid and reliable
- the draft broadsheet of results
- any further information to be considered by the Board

5.3.2 The Secretary will keep formal minutes of every meeting of the Board and will circulate these in draft form to all members prior to the next meeting.

### 5.4 Decision-making

5.4.1 Meetings of the Board of Examiners will be held after each semester and programme stage (including the repeat assessment period) to consider:

- grades for assessment tasks
- grades for modules
- eligibility to progress from one stage in a programme to the next
- eligibility for higher education and training awards
- classifications of those awards, where applicable

5.4.2 The Board of Examiners should not normally change the module marks awarded to a learner by the Internal Exam Board, except in the case of borderlines or where additional information such as mitigating circumstances have become known since the Internal Exam Board meeting. In this case the assessor responsible must be involved in deliberation on the mark.

5.4.3 The Board of Examiners meeting is formal and deliberative. Normally, decisions regarding a learner's mark, progression, or award should be reached by consensus.

5.4.2 Where there appears to be a division of opinion, the Chair should make the decision on the final result. This decision requires the support of the External Examiner.

5.4.2. In the event of a disagreement between the Board of Examiners and an individual assessor, the Board of Examiners may replace an assessor's recommendation with its own. It should, however, record this disagreement in the minutes of its meeting.

5.4.3 In the event of an irresolvable disagreement between the Board of Examiners and the External Examiner, the Board of Examiners' decision should be final. The disagreement should be recorded in the minutes of the meeting, in the External Examiner's report, and in an attachment to the broadsheet of results.

5.4.4 Persistent and recurring disagreements at Boards of Examiners may suggest a systemic issue that requires investigation to identify the cause. This should be formally recorded and brought to the attention of the Director of Academic Affairs by the Chair.

5.4.5 In the event that a Board of Examiners is not satisfied that it has the necessary evidence in a particular case, it may report the case as withheld (i.e. the result is undetermined). Such cases may be reconsidered at the next meeting of the Board of Examiners.

5.4.6 The Board of Examiners will be accountable to and a sub-committee of Chevron's Academic Council.

5.4.7 Except for the appeals processes, the Board of Examiners has the final decision concerning assessment results.

5.4.8 The External Chair of Chevron's Academic Council will be responsible for overseeing appeals to decisions made by the Boards of Examiners.

## 5.5 Confidentiality

The proceedings and deliberations of meetings of Boards of Examiners are strictly confidential. Excepting legitimate reporting requirements, no person who has attended or observed a meeting of a Board of Examiners may disclose to any other person a decision of the Board or any document, information or opinion considered, conveyed or expressed at the meeting.

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### 10.3.12 Results Approval Panel

#### 1. Purpose

The Results Approval Panel is a sub committee of Academic Council, which is convened by the Director of Academic Affairs following a Board of Examiners meeting to ratify results.

#### 2. Membership

- Director of Academic Affairs (Chair)
- At least two members of the Academic Council

2.1 The Results Approval Panel is considered quorate when the Chair and two other members are present. Members may attend in person or by Zoom link, at the discretion of the Chair.

2.2 A member of the Academic Council who is the Chair of a Board of Examiners for a programme, will not participate in the Results Approval Panel for that programme.

#### 3. Responsibilities

3.1 The Results Approval Panel must be convened within one week of a Board of Examiners meeting to ratify results.

3.2 Decisions of the panel will be made by consensus, where there is a division of opinion, the decision of the Chair will be final.

3.3 The Director of Academic Affairs will send the approved broadsheet of results to the Programme Administrator, who will issue a final transcript of results to each learner via email.

3.4 Any issues or recommendations arising from this meeting will be reviewed by the Academic Council.

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### 10.3.13 Publication of Results

Publication of results will be within one week of ratification by the HET Results Approval Panel, where possible. Lecturers will not communicate final results to learners. The Programme Administrator will issue a final transcript of results to each learner via email.

The email will include details on how learners can request feedback on the assessment from their lecturer/tutor if they have not already done so and on Chevron's Appeals process. (See: [Recheck, Review and Appeal Policy](#) Section 10.6)

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### 10.3.14 Notification of Results to QQI

Results of validated HET programmes will be submitted to QQI using the QBS system. Each programme will have a unique code and will comprise of a group of modules which the learner cohort will study, although there may be individual variation based on choice of electives. Results will be returned for each 60-credit stage of a programme. For programmes staged over two semesters, one submission will cover both semesters. On successful completion of the award, the overall Achievement and Programme Grade will be entered and Chevron will submit each learner for certification. Learners' parchments will be presented at a graduation ceremony or issued by post if the learner wishes.

## 10.4 Progression

Chevron's HET programmes will be delivered in stages, comprising a set of modules at a similar level. A learner, to be eligible to progress to a particular stage, will be normally required to demonstrate achievement of the minimum intended learning outcomes of all the preceding stages. The possible progression outcomes for a learner following the assessment of each stage are:

Result	
Progress	The learner is eligible to progress to the next stage of the programme.

Fail	The learner has failed an assessment(s) or failed to avail of an assessment opportunity and must repeat the assessment(s) at the next scheduled assessment period.
Deferred	The learner's result is incomplete due to extenuating circumstances. The assessment(s) missed will be completed at the next scheduled assessment period or the period approved through Extenuation.
Withheld	A decision on the learner's result will be deferred until the next Board of Examiners meeting.
Repeat Module	The learner will be required to repeat the module(s), including all component assessments, before moving on to the next stage of the programme.
Exclude	The learner has failed to achieve a pass mark for a module within the maximum number of repeat opportunities and is not permitted to progress further on the programme.
Withdrawn	The learner has already withdrawn from the programme.

Subject to any special conditions of the programme, there will be three exceptions to the general requirement of passing all the required modules in a stage. These are:

- pass by compensation;
- exemption from part of the programme (with or without the allocation of a grade and credit); and
- eligibility to progress carrying the failed modules to be passed during the subsequent stage.

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#### 10.4.1 Pass by Compensation

In certain circumstances, a learner who is awarded a mark between 35% and 39% may be awarded a pass by compensation. The result will be compensated by the satisfactory performance in another module in the same stage. Compensation may only be applied when:

- The student has been assessed for all stage modules and no module has been failed outright (below 35%).
- The results for all modules in the stage are from first attempts.
- The stage-aggregate of credit-weighted excesses of percentage marks (over 40) is greater than or equal to twice the stage-aggregate of credit-weighted deficits of marks (under 40) and the potentially compensatable results account for no more than one-third of the credit for the stage: i.e. 20 credits in a 60-credit stage or 10 credits in a 30-credit stage.

Compensation may be applied only to enable a student to pass a stage. Capstone modules may be designated as not passable by compensation.

Compensation will not change the result of the modules passed in that way. When reporting module passes by compensation, the actual result will be returned, for example, 37% along with an indication that the module 'Pass' has been granted by compensation.

At the award stage, a learner who passes by compensation will remain eligible for honours or other such classification higher than pass.

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#### 10.4.2 Trail A Module

Chevron may allow learners on a case-by-case basis and under exceptional circumstances, to carry a failed module forward when progressing to the next stage of their programme.

This is provided that the module is not a prerequisite for any module in this stage and this is consistent with the requirements of the relevant programme assessment strategy.

Normally, learners will be required to pass a carried module in the stage into which it is carried.

As a general guideline, the normal maximum missing credit should not exceed 10 credits per 60-credit stage (ie 16% of the credit for the stage).

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#### 10.4.3 Exemption from Studying A Module

For the purpose of assessment, exemption means exemption from studying a module or a number of modules. Exemption allows learning outcomes to be achieved and/or demonstrated in alternative ways. It also recognises that the learning outcomes may have been achieved prior to enrolment in the programme. Exemptions are granted through Recognition of Prior Learning (RPL), a method of assessment which allows learners to gain formal recognition for the knowledge, skills and competence that they already have.

In principle, exemptions are permitted at any stage of a programme, subject to the relevant programme and constituent module assessment strategies. For further information on Chevron's RPL policy see: [Section 10.9.2](#).

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#### 10.4.4 Repeating an Assessment

Where a learner fails an assessment, or fails to avail of an assessment opportunity, they will be afforded a maximum of 3 repeat attempts, except where the programme validation states otherwise, as follows:

- Details on repeat assessment opportunities will be communicated to learners via their Programme Handbook and LearnUpon.
- Learners may be asked to resubmit their assessment based on the feedback they have been given or given a new assessment task. Any new assessment briefs must be approved by the External Examiner prior to being issued to the learner.
- There will be a set timeframe within which the repeat assessment must be submitted which will be outlined in the programme calendar. Standard late submission penalties will apply to this submission.
- Typically, the repeat assessment period will be in August with results released by the end of August so a learner who has failed or deferred an assessment(s) during the academic year has an opportunity to complete the stage prior to the next academic year.
- Marks on repeat assessments will be capped at 40%, except in the case of extenuating circumstances. Learners will not be permitted to repeat an assessment to achieve a higher grade.

- If a learner fails a repeat assessment, they will be required to repeat the module, including all component assessments, before moving on to the next stage of the programme.
- The mark of a repeat module will be capped at 40%.
- Where a learner fails to achieve a pass mark within the maximum number of repeat opportunities, they will not be permitted to progress further with their programme of study.
- When a module whose grade is designed to contribute to the determination of an award classification is failed on the first attempt, the maximum achievable grade shall be capped at Pass for any and all subsequent attempts and the capped grade shall be used in the determination of the award classification, which is not capped at Pass.

## 10.5 Recheck, Review and Appeals Policy

Chevron College is committed to ensuring that all assessment on its HET programmes is valid, reliable, fair and accurate. Chevron will provide learners with the opportunity to discuss the feedback on summative assessments with their lecturer/tutor. There will be a two-stage process whereby a learner can request a recheck or review of their assessment result or lodge an appeal.

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### 10.5.1 Informal Review

Detailed feedback on summative assessments will be embedded within a Turnitin report. Learners will be encouraged to avail of the opportunity to discuss this feedback through an informal review with their assessor. Learners will have the right to query the outcome of an assessment, through a recheck or review (as defined by *QQI Assessments and Standards Revised*, 2013, 4.10) once results have been formally ratified by the Board of Examiners.

Information will be given to all learners on the Recheck, Review and Appeals process as part of programme induction, in their Programme Handbook and in the email issued with their transcript of results. Learners will be informed that:



- An application for a recheck or review of an assessment result will not be considered, where the learner has not availed of an informal review of the assessment with their assessor.
- The grounds for a review are normally that the learner suspects the assessment was erroneous in some respect. Disagreeing with a mark does not constitute grounds for a recheck or review.
- Marks may be increased or decreased and the grade may remain unchanged.

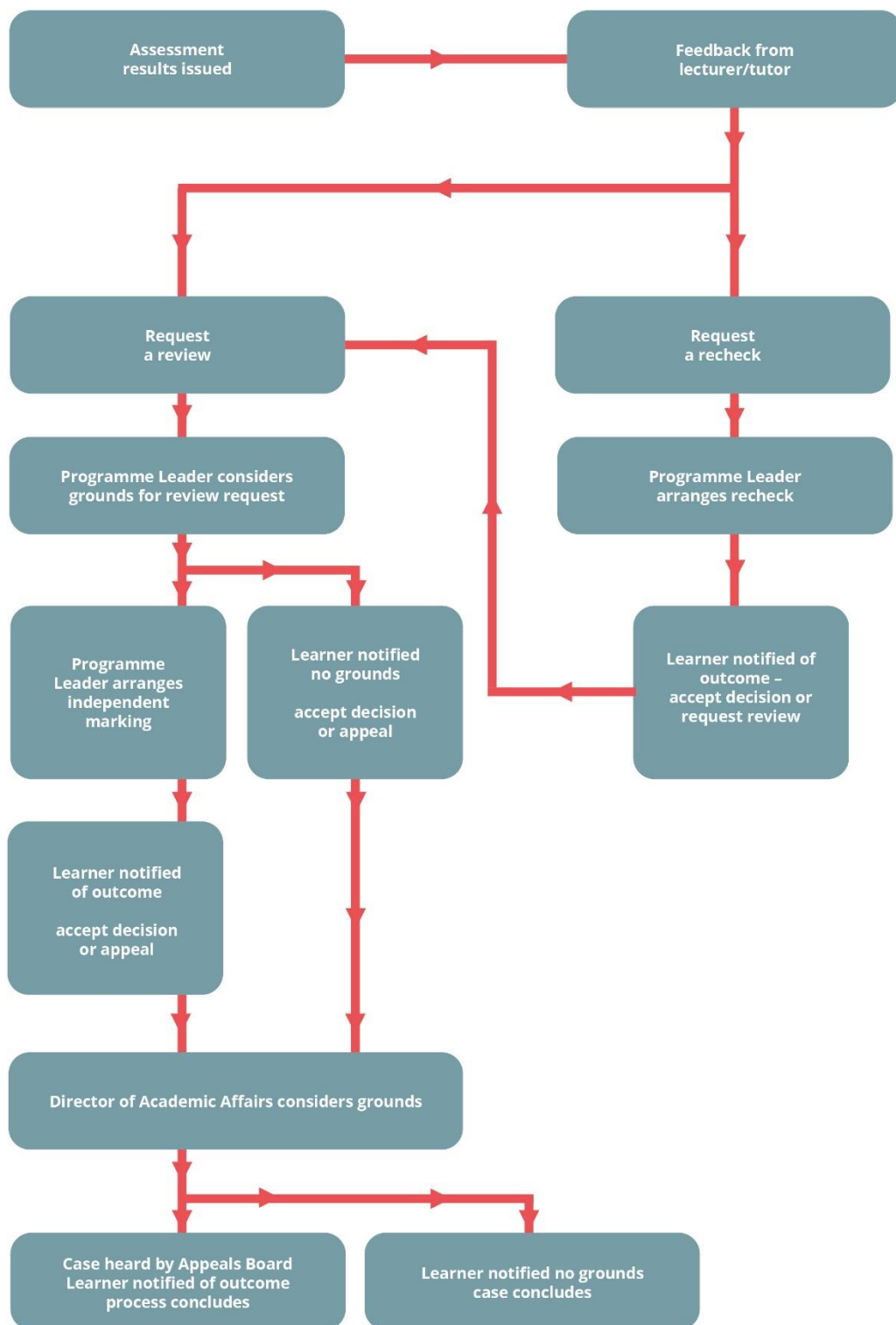


Figure 26: Recheck, Review and Appeals Process

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### 10.5.2 Recheck

A Recheck is the administrative operation of checking (again) the recording and combination of component scores for a module and/or stage.

- Learners may request a recheck if they believe there has been an error in the calculation of their result in an assessment or examination.
- Requests for rechecks must be made in writing using the Recheck or Review Request form which will be available to download from LearnUpon.
- A fee of €30 will apply per recheck and will be returned to the learner in the event of a change in results.
- A request for a recheck must be received by the Programme Administrator within five working days from the issue of ratified results.
- Chevron will be under no obligation to accept a recheck request made after that date.
- The Programme Leader will carry out the recheck, in consultation with the assessor concerned.
- The Programme Administrator will inform the learner of the outcome of the recheck request within 21 working days.
- Chevron will amend the broadsheet of results with outcome of any successful rechecks.

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### 10.5.3 Review

A Review means the re-consideration of the assessment decision by an Academic Council within the programme concerned. Learners will be required to state the grounds for the requested review and to provide appropriate supporting documentation.

- Learners may request a review of an assessment, module or decision of the Board of Examiners.
- The grounds for a review are:
  - Where a learner perceives that there has been an irregularity or inequality in the implementation of the assessment process.

- Compassionate or medical circumstances which the learner was unable to disclose to Chevron ahead of the Board of Examiners' decision.
- Requests for review must be submitted in writing using the Recheck and Review Request form which will be available to download from LearnUpon.
- A fee of €50 will apply per review and will be returned to the learner in the event of a change in results.
- A request for a review must be received by the Programme Administrator within five working days from the issue of ratified results.
- Chevron is under no obligation to accept a review request made after that date.
- The Programme Leader will decide if the review request will be granted under the grounds outlined above.
- Where a review is granted, the assessment task will be re-examined by the Programme Leader or by an assessor not involved in the original assessment, in consultation with the programme team.
- A review will automatically include a recheck.
- The relevant External Examiner for the programme will be consulted and will be notified if any change in classification is decided by the Programme Leader following review.
- The Programme Administrator will inform the learner of the outcome of the review request within 21 working days.
- Chevron will amend the broadsheet of results with outcome of any successful review.
- All rechecks and reviews will be completed in time for the appropriate QQI grant of awards date to ensure that the correct result appears on the parchment.

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#### 10.5.4 Academic Appeals

An Appeal is a formal request to a higher authority (in this case, Chevron's Appeals Board) for the alteration of the decision of a lower authority. At Chevron College academic appeals may be made against decisions on:

- Assessment

- Academic misconduct
- Extenuation
- Admission
- RPL

Learners may lodge an appeal within five working days of written receipt of the outcome of a review request for an assessment decision; a decision on an RPL request, a decision on a deferral request, a decision of the Academic Misconduct Panel or an admissions decision by Chevron College, as follows:

- The learner must submit their appeal in writing to Chevron's Director of Academic Affairs using the Appeals Request Form which will be available to download from LearnUpon or from the relevant Programme Administrator.
- The grounds for an appeal are that:
  - The decision making did not fully consider the learner's case.
  - There was a procedural irregularity in the decision-making process.
- The assessing and grading of a piece of work is an academic judgement. Disagreement with the mark that a learner receives for an assessment in not in itself, grounds for appeal.
- Only evidence that has previously been presented by the learner and has been retained by Chevron, can be considered as part of an appeal. Other than in exceptional circumstances, no new evidence can be submitted.
- Where there are grounds for an appeal, the Director of Academic Affairs will request the External Chair of the Academic Council to convene an Appeals Board to consider the case.
- A fee of €50 will apply per appeal.
- The Director of Academic Affairs will notify the learner in writing, of the date of the Appeals Board and the outcome of the appeal.
- Chevron will process the appeal within a reasonable timeframe.
- The decision of the Appeals Board will be final.
- Fees paid (including Recheck/Review fees if applicable) will be returned to the learner if the outcome of the appeal is successful.

- Following the completion of the appeals process, QQI will be informed by Chevron of any successful appeals which result in changes to assessment grades or award classifications.

## 10.6 Academic Integrity

Academic integrity is “the commitment to, and demonstration of, honest and moral behaviour in an academic setting”<sup>15</sup>

It assumes that all interactions with Chevron College and its staff are approached with honesty. This includes all documentation submitted for academic purposes.

The opposite of academic integrity is cheating in an assessment. In response to the emerging threat of contract cheating and other forms of online academic fraud in higher education, QQI has set out further guidance regarding academic integrity<sup>16</sup> and been instrumental in the formation of the National Academic Integrity Network (NAIN), established in 2019

Two of these [National Principles and Lexicon of Common Terms](#) and [Academic Integrity Guidelines](#) were launched by the Minister of Further and Higher Education, Simon Harris TD.

At Chevron College we understand that many of our learners are new to higher education and we endeavour to employ a positive and supportive approach to enable them to learn the skills for academic success in order to meet the learning requirements and demonstrate the learning outcomes appropriate to their level of study.

Our programmes offer a unique, dynamic and highly-tailored blend of learning, designed to place our learners at the centre of a culture of academic excellence and innovation, and to promote a culture of academic honesty, transparency and best practice throughout the College.

Delivery is focused on the holistic development of our learners through flexible, scaffolded, challenging, and imaginative teaching and assessment. The purpose of

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<sup>15</sup> (<https://writingcenter.unc.edu/esl/resources/academic-integrity/>).

<sup>16</sup> <https://www.qqi.ie/Articles/Pages/Academic-Integrity.aspx>

assessment, both formative and summative, is to ascertain understanding and demonstrate the achievement of specific learning outcomes.

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

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

Where cheating is suspected with due cause, this should be reported according to Chevron's Academic Misconduct procedures in a way which is both consistent, transparent and fair to all learners.

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#### 10.6.1 Academic Misconduct

Academic misconduct has been proposed by the National Academic Integrity Network (NAIN) to be defined as:

Morally culpable behaviours perpetrated by individuals or institutions that transgress ethical standards held in common between other individuals and/or groups in institutions of education, research, or scholarship.

Examples of such misconduct include but are not limited to:

- Plagiarism - the submission of work that borrows material or ideas (written, visual or oral), without acknowledgement, so that the work could be assumed to be the learner's own. This is most common example of academic misconduct. It may be intentional where the learner attempts to present someone else's ideas as their own, or unintentional where the learner does not use the correct referencing format or acknowledge sources correctly.



- Self-plagiarism where the learner reuses previously submitted work as part of a new assessment without acknowledgement (unless required by assessment design) is also considered plagiarism.
- Collusion – unauthorised collaboration on work which is not intended to be submitted as a group assessment task, i.e.
  - where the work produced through study with other learners and then submitted as an individual assessment is nearly identical, or
  - where one learner has permitted another to copy all or part of their work and submit it as their own, or
  - where a learner has submitted all or part of another learner’s work as their own.
- Fabrication – to knowingly invent or distort, sources, quotations, research results or other information in an assessment.
- Cheating – any attempt to gain or give assistance in an assessment which is intended to deceive, or to gain an unfair advantage for the learner for example, buying an assessment from an essay mill, or bringing unauthorised materials into an examination.

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### 10.6.2 Encouraging Good Academic Conduct

Chevron College is committed to building a culture which values and supports good academic conduct. Tackling plagiarism effectively requires a multi-disciplinary and multi-layered approach. Chevron has effective policies and procedures in place to prevent, detect, combat and deter plagiarism at all levels and by all members of the college. As part of this:

- Learners and assessors will receive training in fair dealing with other people’s work (understood inclusively i.e. text, ideas, artefacts etc.), and in the general and discipline-specific norms for the citation of sources.
- Learners and assessors will receive training in what constitutes plagiarism and self-plagiarism and the degrees of plagiarism, in the context of total or partial rejection of an attempt at an assessment task.

- Learners and assessors will receive guidance on the distinction between acceptable collaboration with other learners and collusion.
- Learners will be directed to the advice and resources on academic integrity available within Chevron College, as well as information provided by QQI such as the video: [Your own work, Your own degree, Your own achievement! \(qqi.ie\)](#)
- Learners will be made aware of the consequences of plagiarism to them and to society.
- Assessors will be made aware of the protocols for investigating cases where plagiarism is suspected and the level of evidence required before an accusation can be considered — accusations should not be made lightly.
- Assessment strategies (including methods etc.) will be designed to minimise the possibility of plagiarism.
- Chevron will have effective, published procedures for monitoring and detecting plagiarism, including appropriate warnings and penalties.
- All assessments at Chevron will be submitted through Turnitin, software which checks for possible instances of plagiarism.

Chevron's scaffolded teaching, learning and assessment strategy is designed with multiple opportunities that enable learners to develop their understanding of academic honesty and their academic writing skills.

The concept of Academic Integrity, how to avoid plagiarism and the sanctions that may be imposed on learners who are suspected of having plagiarised their work are discussed by the Programme Leader during induction.

The programme's Studies Advisor will also introduce learners to the Support Module on the VLE during their induction. This module includes guidance on academic writing and referencing. Further 'Learning to learn' supports on the LearnUpon VLE include a short course structured in a 'gamification' format on Harvard referencing skills.

Each learner is provided with a Programme Handbook, which clearly outlines the responsibility of the learner to educate themselves on academic writing and referencing, what plagiarism is, and the policies in place for dealing with academic

misconduct. This acts both as a terms of engagement and a core reference handbook for their programme of study.

Formative assessments support learners in evaluating the quality of their own work and developing their understanding of the expected standards.

Since January 2021, all assignments at Chevron College have been submitted via Turnitin, reflecting the need to provide supports for academic staff and learners in upholding academic integrity (see: Section 10.2 [Assessment Design](#)). Learners are allowed to 'self-submit' their work to Turnitin to view similarities in their writing before submitting their assignment for formal assessment.

This puts the onus back on the learner to familiarise themselves with the guidelines on academic writing given by their lecturers/tutors through learning support resources and in their assessment brief. Further support is available from their Studies Advisor to assist them in correctly interpreting and addressing Turnitin similarity where sources have not been correctly cited or acknowledged.

## 10.7 Penalties for academic misconduct

There are degrees of academic misconduct, ranging from unintentional and minor to clearly intentional and extensive. While it does occur in a written examination, plagiarism and other forms of academic misconduct occur more frequently in assignments and project work.

When academic misconduct is suspected, the level of penalty given will depend on the severity of the misconduct.

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### 10.7.1 Poor Academic Practice

Coursework which is incorrectly referenced arising from a lack of awareness or skill in academic writing, which typically occurs during the early stages of a programme, is described as poor academic practice. Examples include:

- An attempt to follow good practice which has failed
- Incorrect or incomplete citations
- Inappropriate paraphrasing
- 1 or 2 sentences of direct copying without acknowledging the source

- Over reliance on direct quotations

Poor academic practice will be dealt with through the Programme's marking and feedback procedures rather than through the academic misconduct process. The assessor will:

- Clearly indicate on the assignment where poor academic practice has occurred.
- Notify the programme's Studies Advisor, who will arrange extra Academic Writing sessions with the learner.

Following an academic writing intervention by the programme's Studies Advisor, a further instance of poor academic practice, will be considered minor academic misconduct.

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#### 10.7.2 Minor Academic Misconduct Level A Penalty

A learner may be issued with a Level A Penalty by their assessor for minor academic misconduct, provided that this is their first offence and there is no evidence that they have behaved in a pre-meditated dishonest way. Examples of minor academic misconduct include:

- Plagiarism – Chevron uses Turnitin plagiarism detection software which generates a Similarity Report for each submission. Assessors use this report as a guide when reviewing the work for suspected plagiarism. Examples of minor instances of plagiarism are isolated instances where there is poor or inaccurate citation or paraphrasing, or where the suspected plagiarism applies to a small proportion of the work to be assessed.

Note: Depending on the assessment type, acceptable Similarity Scores may be agreed in advance by the assessment team for example, where the assessment requires the submission of the assessment brief or a standard form such as the Tusla Child Protection Reporting Form to be included.

- Plagiarism judged on Class Similarity Report readings, an example would be where a learner copied some of another learner's work from a class discussion forum.

Where the first instance of plagiarism occurs early in the programme, it will be treated less harshly as outlined under Poor Academic Practice above. Furthermore, simultaneous instances of plagiarism, for instance three assessments that are submitted around the same point in time may all have evidence of suspected plagiarism but should not be treated as three separate instances because the learner has not had a chance to 'learn' from the feedback and available supports.

As distinct from academic naivety, small scale plagiarism at a programme stage where the learner would be reasonably expected to have developed their knowledge and academic writing skills is considered negligence, and may result in a Level A penalty,

For a first offence of suspected minor academic misconduct or plagiarism, the learner will be asked to attend a meeting with the assessor where the problematic aspects of the assessment will be discussed.

Where minor academic misconduct is identified, further advice and supports available to the learner will be outlined. Academic writing sessions will be arranged with the programme's Studies Advisor.

A Level A penalty will result in an appropriate mark reduction (usually between 5-10%). The learner will be advised that a record of the misconduct will be held and will be taken into account in any future academic misconduct proceedings. The assessor will send a summary outlining the misconduct and the agreed actions and sanctions to the Programme Leader. An Academic Integrity Report Template is included in the appendices: Appendix L.

Should the penalty issued result in a fail, the learner may be required to resubmit the assessment within a specified timeframe.

If the learner denies the misconduct or does not accept the mark reduction, the decision will be referred to the Programme Leader for review.

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### 10.7.3 Academic Misconduct Level B Penalty

Where an assessor suspects more deliberate academic misconduct on the part of the learner or in the case of further minor misconduct following a Level A penalty, they will bring the matter to the attention of the Programme Leader.

Examples of academic misconduct that would incur a Level B penalty include:

- Extensive plagiarism for example copying paragraphs from the Internet without acknowledging the source, or use of quotes or close paraphrasing without quotation marks or citation.
- Self-plagiarism –submitting a piece of work for assessment (unless permitted by the assessment design) that was previously submitted for assessment either at Chevron College or elsewhere.
- Collusion - where an assessor suspects that the coursework submitted for a summative assessment is not entirely the learner's own work. In such cases, they may incorporate an interview via Zoom with the learner, as part of the assessment process.

Where academic misconduct is suspected, the learner will be asked to attend a meeting with the Programme Leader and the assessor who will discuss the problematic aspects of the assessment.

Where academic misconduct is identified, the Programme Leader will agree an appropriate course of corrective action with the learner, which will include extra supports.

The learner will be advised that the penalty will be recorded on their record and will be taken into account in any future academic misconduct proceedings. The Programme Leader will keep a summary of the misconduct and agreed actions and sanctions on file.

The coursework concerned will be issued a mark of 0% and the learner will be required to resubmit the assessment.

Where a Level B penalty is issued at the first assessment opportunity, the relevant assessment will be capped at the minimum pass mark.

Where a Level B Penalty is issued at a reassessment opportunity, the Board of Examiners will determine the appropriate progression outcome for the learner.

The Programme Leader will report instances of academic misconduct and decisions to apply a Level A or Level B penalty to the Board of Examiners. In such cases, the Board of Examiners has the right to exercise discretion when considering the learner's eligibility and/or award.

Where a learner denies the academic misconduct or does not accept the decision to apply a Level A or Level B penalty to their work, they may submit an appeal to the Director of Academic Affairs following the Board of Examiners meeting through Chevron's academic appeals process. If the Director of Academic Affairs determines there are grounds for an appeal, he will arrange for the case to be heard by Chevron's Appeals Board. (See [Section 10.7.5](#))

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#### 10.7.4 Gross Academic Misconduct- Level C Penalty

Academic misconduct involving theft, falsification of research or cheating is considered gross academic misconduct. Examples of serious academic misconduct include but are not limited to:

- Purchasing work from a contract cheating service and submitting it as the learner's own work.
- Using another learner's work and submitting it as the learner's own, whether or not the other learner has made this work available.
- Fabrication of research results.

The first instance of gross academic misconduct and any further academic misconduct following a Level B penalty, will be dealt with by an Academic Misconduct Panel.

The Academic Misconduct Panel is a sub-committee of the Academic Council which will be convened by Chevron's Director of Academic Affairs (see: [Section 4.4 Academic Governance](#)) on written receipt of an allegation of serious academic misconduct by a Programme Leader. The Programme Leader will provide:

- A completed Academic Integrity Report outlining the suspected academic misconduct; and
- evidence to establish or support a breach of academic integrity, eg Turnitin Similarity Report, copy of assessment etc,

The Director of Academic Affairs will advise the learner by email of the allegation and the date of the Academic Misconduct Panel. The learner will have 5 working days to submit a response to the allegation.

Where a Level C penalty is issued, the coursework concerned will be issued a mark of 0% and the learner will be required to resubmit the assessment. The relevant module will be capped at the minimum pass mark.

Depending on the severity of the misconduct and whether it is a first offence, the panel has the discretion to impose further sanctions on the learner. These can include:

- Repeating the programme stage
- Suspension of studies for a semester
- Expulsion from the college

The Director of Academic Affairs will notify the Programme Leader who will report the details of the misconduct and the decision of the Academic Misconduct Panel to the Board of Examiners.

The Director of Academic Affairs will notify the learner by email of the decisions made by the Academic Misconduct Panel and of their right of appeal to Chevron's Appeals Board.

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### 10.7.5 Appeals

Should a learner wish to appeal an Academic Misconduct decision, they may do so, on receipt of the written communication of the decision and within the timeframe specified.

The appeal request must be made in writing to the Director of Academic Affairs with accompanying evidence in support of the request. An appeal may be considered on the following grounds:



- A procedural irregularity.
- The College did not fully consider information that was available to them when arriving at their decision.

Where the Director of Academic Affairs determines that there are grounds for an appeal, he will refer the case to the Appeals Board. (see: [Section 4.4 Academic Governance](#))

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### 10.7.6 Research Ethics

Chevron is committed to ensuring that all research carried on as part of its programmes is conducted with integrity and good research practices are upheld. All research involving human participation, human material or personal or sensitive data, will require formal approval from a Programme Research Ethics Committee. Any research involving direct contact with children or vulnerable adults should be avoided at all times.

Learners who wish to conduct research as part of their programme of study will be required to submit a formal Research Ethics Application to Chevron through Turnitin for approval. The Programme Leader will convene a panel of three people who are appropriately qualified to consider and formally approve the proposal.

Research conducted without formal ethics approval by a Research Ethics Committee will be considered serious academic misconduct and learners will be subject to a Level C Penalty.

Any work submitted will not be corrected and the learner will be required to change topic to ensure that any data collected cannot be used.

Chevron's Research Ethics Policy has been included in the appendices: Appendix M.

## 10.8 Extenuation Policy

Adopting an individual and responsive attitude to our learners is one of Chevron's core principles. The College is committed to equality of opportunity for all our learners and the creation of an inclusive learning environment. As part of these responsibilities, Chevron has processes in place for dealing promptly with any problems raised by learners concerning assessment.

Chevron recognises that from time to time, there will be circumstances that adversely affect a learner's attendance, performance, or ability to meet assessment deadlines. This may be due to unforeseen circumstances such as an illness, or to personal issues where the learner might benefit from taking time away from their studies. New learners may also experience difficulties while settling into a blended learning course.

Chevron is aware of its responsibilities to all learners and is committed to showing as much flexibility as possible to facilitate access to programmes and ensure that no

learner is disadvantaged, while maintaining high academic standards and the integrity of the programmes that the College delivers.

In line with these responsibilities, Chevron is committed to supporting learners who become pregnant or a parent during their programme. The College believes that becoming pregnant or a parent, should not in itself be a barrier to a learner completing their studies.

Module lecturers/tutors and studies advisors routinely check learners' understanding of course content, the programme's learning outcomes and assessment strategy to ensure that learners understand what is expected of them in order to successfully complete the programme. They are responsible for ensuring that the Programme Leader is made aware of learners who would benefit from extra support to meet their course requirements.

Learners are advised of their responsibility to make reasonable efforts to meet programme requirements and deadlines and are routinely reminded of the supports available from their Lecturers/Tutors, Studies Advisor, Programme Leader and the Head of Student Support throughout their studies. (See: Section 11 [Supports for Learners](#)).

It is the learner's responsibility to notify Chevron of any circumstances that impact their participation in the programme. Chevron may offer several options to learners in such situations which will include but are not limited to:

- Additional learning support
- An Extension Request for an assessment deadline
- Assessment deferral
- Module deferral
- Programme deferral

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### 10.8.1 What are Extenuating Circumstances?

Extenuating Circumstances are unforeseen or unpreventable circumstances that have a serious impact on a learner's ability to submit or sit an assessment or adversely affect their performance, or ability to continue with their studies for a

period of time. Examples of Extenuating Circumstances may include a bereavement, a serious short-term illness or accident, worsening of a medical condition or other adverse personal circumstances, or temporary and substantial extra work demands.

While Chevron will make every effort to support learners with genuine difficulties, it is the learner's responsibility to inform the Programme Leader of any extenuating circumstances as early as possible. Failure to submit or sit an assessment, except where a request for extenuation has been approved, may result in a mark of 0% for that assessment and the attempt being recorded for the purpose of maximum number of assessment opportunities.

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### 10.8.2 Requesting an Extension to an Assessment Deadline

Learners may request a short-term extension to an assessment deadline on the basis of extenuating circumstances. The following rules will apply:

- The learner must complete an Extension Deadline Request form and submit it to the Programme Leader.
- This form is available to download from LearnUpon and must be submitted electronically.
- Requests should be submitted at least three days in advance of the assignment deadline or in-class assessment. Where it is not practicable to do so, the form may be submitted up to 7 days after the submission deadline.
- Requests will only be considered where the form is submitted with supporting evidence, e.g. a medical certificate.
- Extensions are not automatic; each application will be considered on a case-by-case basis. The decisions available are:
  - Deny the request (due to insufficient evidence)
  - Approve the request
  - Request further information
- Chevron will operate the 'fit-to-submit' principle whereby a learner who is fit to submit/sit an assessment at a specified time in the academic calendar will also be fit to submit/sit all other assessments at that time.
- If an extension is approved, the learner will be notified of the outcome and the new submission date for their assessment by the Programme Leader.

- An extension will not normally be greater than 7 working days and will typically reflect the period of the extenuating circumstances, e.g. a three-day illness.
- The Programme Leader will notify the module lecturer/tutor and Programme Administrator that an extension to the deadline has been granted, so arrangements can be made on Turnitin to facilitate the extended submission date.
- Circumstances relating to a request for an extension will be retained on record and will be confidential. Information will be shared on a 'need-to-know' basis.
- Standard late submission regulations will apply to the revised submission deadline.

While learners are expected to make every effort to submit their assessment within the timeframe outlined above, it is recognised that there may be circumstances, where they be unable to do so. Where a learner misses an assessment or believes that their performance was adversely affected, they may complete an Extenuating Circumstances Application form which can be downloaded from LearnUpon and submit it to the Programme Leader, with supporting evidence. The Board of Examiners will consider the case to determine the appropriate outcome.

Learners have the right to appeal the decision of the Board of Examiners under Chevron's academic appeals procedures.

Applications for consideration of Extenuating Circumstances will not be accepted after the relevant Board of Examiners has met. Such cases may be dealt with under Chevron's [Recheck, Review and Appeals](#) Policy.

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### 10.8.3 Module Deferral or interruption of studies

In circumstances where the learner may be prevented from continuing their studies for a period of time, the Extenuating Circumstances application will be considered with a view to granting a module or programme deferral.

Decisions on a deferral or interruption to studies will be taken by the Programme Leader, in consultation with the Director of Academic Affairs and senior academic staff where appropriate.

Information will be shared on a 'need-to-know' basis and the learner's anonymity will be maintained wherever possible. Circumstances relating to a request for a deferral will be retained on record and will be confidential.

Where a deferral is offered, the learner will be advised of the conditions of the deferral by the Programme Leader and will be required to sign a form to confirm their understanding.

An appeal against a deferral decision may be made by emailing Chevron's Director of Academic Affairs. The grounds for appeal are:

- A procedural irregularity.
- Chevron did not fully consider information that was available to them when arriving at their decision.
- Additional information that would be beneficial to the case is now available.

If the Director of Academic Affairs determines that there are grounds, the case will be heard by Chevron's Appeals Board.

## **10.9 Recognition of Prior Learning (RPL) on HE Programmes**

Recognition of prior learning (RPL) is a process whereby a learner who already has acquired some of the learning outcomes for an award, either through work, life experience or previous education and training, can ask to have that prior learning recognised by Chevron.

Chevron has developed its Policy and Procedures on RPL for FET learners with reference to The Principles and Operational Guidelines for The Implementation of a National Approach to Credit in Irish Higher Education and Training (2005), republished by QQI in 2015. Further information on the procedures currently in place at the College and opportunities for transfer and progression is available in Section 6.3.1 of the QA manual and in the FET Learner Handbook.

Following a successful extension of scope application, Chevron will amend and expand these procedures in line with the protocols outlined in Section 4.4 of QQI *Assessment and Standards Revised* (2013). Where it is considered appropriate, RPL may be used to gain:

- Entry to a programme where the applicant may not meet the standard entry requirements.
- Advanced entry to a programme.
- An exemption from a programme module, or number of modules.

RPL will require the learner to provide evidence of prior learning, whether it is certified or experiential learning.

**Certified learning:** learning that has taken place in a formal learning environment which has resulted in a qualification or certification. It might include a course or part of a course which the learner has completed, linked to the National Framework of Qualifications (NFQ).

**Experiential learning:** learning that was intentional but has not resulted in formal certification such as work-based training courses or other informal relevant learning in the workplace or through voluntary work. It may be sufficient for the learner to provide copies of appropriate certificates, or there may be a self-assessment exercise where the learner may be required to prepare a portfolio of appropriate evidence of learning.

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### 10.9.1 RPL for admission to HE Programmes

It will be the responsibility of the Director of Academic Affairs to ensure that prospective learners are provided with information in recruitment literature and through Chevron's website on the opportunities to apply for recognition of certified or experiential learning for entry/advanced entry to Chevron's HET programmes as follows:

- Prospective learners' queries on RPL will be referred to Chevron's Intake Manager, who will guide the learner in relation to the application process. The Intake Manager may consult with the Director of Academic Affairs on specific cases.
- Should the prospective learner wish to proceed with an RPL application, it will be their responsibility to complete an RPL Application Form, accompanied by appropriate supporting documentation and submit it to the relevant

Programme Administrator as part of the programme enrolment process.

Verbal communication of prior learning will not be sufficient.

- Requests for RPL will be considered on a case-by-case basis by Chevron. It may be sufficient for the prospective learner to provide transcripts of results or copies of certificates, or they may be required to prepare a portfolio of evidence of learning. Learners may be required to attend an interview based on the submitted portfolio.
- Decisions on RPL applications will be made by the relevant Programme Leader.
- Chevron will reply to RPL applications in a timely fashion;
- The learner will be notified of the outcome of the RPL application in writing by the Programme Administrator.
- Learners will be notified of their right of appeal in relation to admission decisions on RPL to Chevron's Appeals Board (see Governance Section 2).
- The appeal must be made in writing to Chevron's Director of Academic Affairs within 5 working days of the communication of the RPL decision.

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### 10.9.2 Exemption from studying a module

For the purpose of this section, exemption means exemption from parts of a programme. Exemption procedures must be consistent with the necessity for learners to demonstrate the learning outcomes required to qualify for an award. Exemption allows those learning outcomes to be achieved and/or demonstrated in alternative ways. It also recognises that the learning outcomes may have been achieved prior to enrolment in the programme as follows:

- A learner may be exempted from studying a module(s) if he/she has already attained the minimum intended module learning outcomes.
- An application for RPL should be made as soon as the learner commences a programme. However, in principle, exemptions are permitted at any stage of a programme, subject to the relevant programme and constituent module assessment strategies. Therefore, RPL can be requested prior to the commencement of each programme stage.
- Where the learner has achieved additional certification during their studies with Chevron, an application for RPL may also be considered.



- Chevron's Training Consultants will advise the learner on the process of applying for exemption from studying a module during enrolment. Further information on RPL will be provided in the Programme Handbook. Applicants who intend to apply for a module exemption will be directed to the Programme Leader.
- Learners may contact the Programme Leader during their studies, if they are considering applying for a module exemption. The application must be made in a timely manner to allow for a decision on the RPL request prior to the commencement of the module(s).
- Exemptions in the award stage of a programme will be restricted to a maximum of 30 credits and will exclude the capstone assessment where applicable.
- It will be the responsibility of each learner to complete an RPL Application form, accompanied by appropriate supporting documentation and submit it to the relevant Programme Leader. Verbal communication of prior learning will not be sufficient.
- Requests for RPL will be considered on a case-by-case basis by the Programme Leader who will map the evidence presented by the learner against the learning outcomes and credit value of the module(s) for which the exemption is sought. It may be sufficient for the learner to provide transcripts of results or copies of appropriate certificates, or they may be required to prepare a portfolio of evidence of learning.
- A request for RPL may be denied where professional body requirements deem it necessary or where the Programme Leader feels it would have a detrimental impact on the overall learner experience or cohesiveness of the programme.
- The learner will be notified of the outcome of the RPL request in writing by the Programme Leader.
- Learners will be notified of their right of appeal in relation to RPL under the standard process for the appeal of an assessment decision outlined in Chevron's Recheck, Review and Appeals Policy.

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### 10.9.3 RPL and Assessment

Where the result of an exempted module is required for calculating an award classification, Chevron will, where feasible, establish a fair, consistent and transparent process for grading the learner's achievements in respect of the exempted module's learning outcomes.

Where this is not possible, the award can only be recommended without classification.

Recognition of Prior Learning – Uncertified Learning:

- A learner may be exempted from participating in a module if he/she has already attained the minimum intended module learning outcomes. The demonstrable prior learning should be a sufficiently good match to the minimum intended module learning outcomes to justify exemption from the module in the context of the overall programme.
- The Programme Leader should assess the learner using the regular module assessment instruments and/or by an alternative assessment arrangement.
- Learners who are assessed to have demonstrated the required learning will be granted the available credit for the module and will be exempt from the module.
- A grade (percentage mark) should be available to the learner in principle. However, the Programme Leader may choose not to grade if the assessment arrangement might not provide grading which is consistent with the regular assessment instruments.
- If the module is one which contributes to the award classification, prior learning achievement must be graded in order for the award to be classified. Otherwise, an unclassified award will be made.
- Where the module does not contribute to the award classification, the prior learning achievement does not need to be graded. When a grade is not assigned, the result for learners who demonstrate the required learning will be returned as 'Exemption Granted';
- Where a grade is awarded, it can be used in compensation etc., as with any regularly passed module;

- Where grading is not feasible, there may be circumstances in which a learner might be advantaged by waiving a right to exemption to enable award classification. Chevron will foresee and provide for such situations and will also ensure that learners are aware of any such consequences.

#### Certified Learning:

There are two scenarios of prior certified learning:

##### Scenario 1:

The learning is certified by an awarding body in the form of a major award (e.g. a higher certificate or bachelor's degree) or is included as part of such an award. Subject to Sectoral Convention 5, an exemption may be granted for a module if the learner demonstrates the minimum intended module learning outcomes.

- For learners who demonstrate the required learning, the result will be returned as 'Exemption Granted'.
- The learner will not be granted any ECTS credit because credit has already been granted in the prior qualification.
- If the module is one that would normally contribute to the award classification, such exemption will only entitle a learner to an unclassified award unless it is feasible to recognise, or award, a grade.
- Any grade awarded/recognised will be consistent with the prior award classification and the module grades in the associated Europass Diploma Supplement.

##### Scenario 2:

Where the learning is certified by an awarding body in the form of a minor, special-purpose or supplemental award or it is certified in respect of a period of study, and the relevant credit has not already been used to meet the credit requirements for a major award.

- This case of prior certified learning can be handled in the same way as prior uncertified learning with one exception: Chevron will not require the learner to undergo assessment provided that the attainment of the minimum intended module learning outcomes can be demonstrated.
- However, where there is a need for a grade to be assigned — e.g. where it contributes to an award classification — assessment may be necessary.
- The learner may transfer his/her credit. A grade is available in principle, but the Programme Leader may choose not to grade if consistency with the grading in regular assessment instruments cannot be assured.
- For learners who demonstrate the required learning but are not graded, the result should be returned as 'Exemption Granted'.

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#### 10.9.4 Management and Review of RPL Applications

The Director of Academic Affairs will provide advice and support to the Admissions Director and Programme Leaders on RPL applications and will arrange for further training where required.

The retention and progression of RPL applicants will be monitored as part of the programme assessment and review processes. Any issues arising from RPL will be reported to the Director of Academic Affairs and examined by the Academic Council.

## 11 Supports for Learners (QA Policy 7)

### 11.1 Policy Position and Ownership

Policy Owner	Person(s) Responsible for Policy Delivery	Current Version	Date of last revision
Academic Council	Management Board Academic Council Director of Academic Affairs Head of Student Support Director of Higher Education TLA QA Coordinator Programme Leader(s) Lecturers/Tutors Studies Advisor(s) Programme Administrator(s)	V1.2	Apr 2022

Adopting an individual and responsive attitude to our learners is one of Chevron College's core principles. Chevron is committed to the promotion of equality of opportunity for all our learners, the recognition of the diversity of all learner groups and the creation of an inclusive learning environment. Chevron endeavours to provide a range of suitable supports for learners on all of its programmes. These supports are monitored and updated on a continuing basis with a view to identifying opportunities for improvement.

In 2021, Chevron appointed a Head of Student Support with overarching responsibility for the provision and review of academic and non-academic support services at the college. In collaboration with management and FET and HET programme teams, the Head of Student Support monitors learner engagement, identifies emerging issues and co-ordinates any follow-up actions that are required.

## 11.2 Supports For Learners

A comprehensive range of academic, pastoral and other supports are available from Chevron, with information made available to learners within their Programme Handbook and also on the college website. These include:

- Pre-enrolment support to enable learners make an informed decision on their chosen programme of study
- Study skills, 'learning to learn' plus a range of academic supports
- One-to-one and group mentoring from Studies Advisors
- Assistive Technology support
- IT services
- Admin services
- Library services
- Peer-to-peer support (e.g. moderated Discussion Forum, Class Rep)
- Work placement support
- Careers services
- Financial services
- Pastoral care from a suitably qualified counsellor

'Learning to learn' supports are important as many of Chevron's learners are returning to education as mature students. The VLE platform includes short courses structured in a 'gamification' format, with the opportunity for learners to achieve badges in key areas, e.g. Harvard referencing skills. The Head of Student Support creates and reviews additional modules on using LearnUpon, Turnitin and basic IT skills, in collaboration with the Programme Team.

Chevron also maintains regular contact with employers within its training and education sectors and provides guidance on employment trends and skill requirements to learners.

## 11.3 Learner Pathway

Chevron College aims to operate a common Learner Pathway across all its in further education and training (FET) and higher education (HET) online and blended learning programmes to ensure consistency in our approach to learners and quality

assurance across all our course enrolments (Appendix D). Prior to enrolment, prospective learners are contacted by one of Chevron's Training Consultants to discuss the course of interest and their suitability for blended learning. The telephone consultation involves a discussion on:

- The prospective learner's current knowledge and desired learning outcomes.
- Confirmation that the learner has reviewed the programme details on Chevron's website.
- The prospective learner's current qualification levels (in order to determine if they meet the academic entry standards).
- Requirements for entry via prior learning (RPL).
- Their suitability for online and blended learning, including:
  - A clear explanation of the blend of learning that they will experience and the realistic commitment required of them to complete the programme; This will include information on the extent of face-to-face attendance in the blend, mandatory participation in collaborative online activities and the amount of independent learning needed for each module.
  - The IT skills level and essential hardware and software required.
  - English language proficiency.
- Information on the academic, technical and pastoral supports and other services available to Chevron's learners.

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### 11.3.1 Enrolment

If the learner wishes to enrol on the programme, the Training Consultant will then enter their personal details into the BrightOffice CRM system in order to create a new learner record. The CRM automatically sends an email to the learner with an Admissions Form for completion and return to Chevron. The form includes:

- Confirmation of qualifications status (with a request for authenticated copies for Chevron's files).
- Confirmation of English proficiency.
- A request for Chevron to provide Reasonable Accommodations in respect of a disability or specific learning difficulty.

Chevron's Programme Administrator will verify each learner's Admission Form to check that they meet entry requirements for the programme, reconfirm IT skills etc. This is an important part of the enrolment process, designed to support new learners in determining their capabilities and training requirements, particularly learners who may require additional supports to undertake a programme of study.

### Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is the process by which prior learning – accredited, or experiential is formally identified, assessed and acknowledged. Where it is considered appropriate, RPL may be used to gain:

- an exemption from a programme module, or number of modules
- entry to a programme where the applicant may not meet the standard entry requirements
- advanced entry to a programme
- transfer between programmes

Learners who are considering making an application for RPL will receive guidance from Chevron's Training Consultants and the relevant Programme Leader. (See Section 6.3.2)

### Reasonable Accommodations

Where possible, learners that have a disability or specific learning difficulty are asked to inform the college at enrolment so that supports can be put in place for them in a timely manner. For further details see: Reasonable Accommodations [Section 9.4](#).

### English Proficiency

Where a prospective learner has not completed their second level education through English, evidence of English language proficiency must be provided in accordance with validated programme requirements.

The minimum level of language competence that is generally considered adequate for successful participation in higher education programmes is B2+ in the Common European Framework of Reference for Languages (CEFR).



Chevron may require the learner to take an IELTS (International English Language Testing System) test to assess their suitability to participate on a blended programme. Learners applying for FET programmes may be required to complete an in-house English assessment. There is no charge for this assessment.

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### 11.3.2 Starting A Programme

Once the enrolment process is completed, learners are automatically be registered on their modules for the term and are given instructions through an invitation email on how to access their LearnUpon account through Chevron's website [www.chevroncollege.ie](http://www.chevroncollege.ie). LearnUpon is Chevron's online learning management system where learners can access course notes and assignments. Each module on the learner's dashboard includes a welcome note from the module tutor with their contact details, dates of webinars, assignment briefs etc.

Full details on how to access the programme are outlined in Chevron's LearnUpon User Manual, which is available on the learner's dashboard. Learners are also provided with a Programme Handbook which gives further details of how to access course materials, tutor supports, assessment, work-placement, progression routes, Recognition of Prior Learning (RPL), Reasonable Accommodations, and other services and supports.

## 11.4 Academic Supports for Learners

In developing our instructional design model for the delivery of educational content and new programmes, Chevron has found that the value of the learner experience is linked to the quality of:

- support systems available to students; and
- learner engagement with the course tutors.

Our approach to programme delivery emphasises the interaction between tutors and students, recognising that teaching is a two-way process.

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### 11.4.1 Induction

Enrolled students on L7 and L8 programmes will be invited to an induction day at the Killeshin Hotel, Portlaoise, or a similar venue at the start of each semester. This

induction will be mandatory and will provide an opportunity for learners to meet with their lecturers, studies advisor, the programme administration team and their fellow learners in person. The Programme Leader will make a presentation on the upcoming modules to be studied and explain the learning resources and assessment techniques that will be deployed. IT support staff will be available at the event to help new students log-in to LearnUpon and explain the operation of other online resources. The agenda will typically include:

- Introduction to the programme (module objectives, learning outcomes, format and structure).
- Demonstration of the online VLE system, LearnUpon, and its functionalities.
- How to access and utilise the recommended reading and library resources, via both hard copies and online e-books/journals.
- The concept of Academic Integrity; how to avoid plagiarism, plus the sanctions that may be imposed on learners that are deemed to have plagiarised their work.
- Referencing conventions, why you need to properly reference all sources and the required approach to Harvard referencing.
- Explanation of formative assessments and how these are used to support learner's study and learning.
- Key dates and deadlines for the submission of assessments.
- Guidance on using Turnitin.
- Opportunities to resit assessments and how this process works.
- Chevron's appeals and complaints processes.
- Programme academic staff contact details.
- Contact details for admin and support services.
- Question and Answer session.
- Activities to encourage community building in the class group.

Learners on FET programmes are required to register for an induction webinar once they have accessed their modules on LearnUpon. The Programme Leader will discuss the above items with learners, normally via Zoom, with a Q&A opportunity. The Studies Advisor will introduce learners to the Support Module on the VLE. A

recording of the induction webinar is uploaded to LearnUpon providing learners with the opportunity to review the information.

Chevron recognises that student feedback is a continuous process which occurs during any course of study but we have found that induction plays a key part in the process. Induction works on two levels: firstly, it acts as a forum for the tuition team to set the academic and delivery expectations for each module and, secondly, it provides an opportunity to surface any issues or concerns that learners may have at the point of starting a new module, providing a baseline for future student feedback.

(Please note: Induction and delivery of all of Chevron's blended courses, moved fully online in line with Government public health restrictions due to Covid-19, from March 2020 until the end of the 2022-23 academic year.)

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#### 11.4.2 LearnUpon

LearnUpon is Chevron's virtual learning environment (VLE) where learners can access course notes and assignments. Chevron provides a number of resources designed to assist learners to utilise this learning medium to its potential, achieve an enhanced learning experience and complete their course. 'Learning to learn' supports are important as many of Chevron's learners are returning to education as mature students. The VLE includes short courses structured in a 'gamification' format, with the opportunity for learners to achieve badges in key areas, e.g. Harvard referencing skills and study skills.

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#### 11.4.3 Tutor Support

Programme content is designed to combine asynchronous (remote, internet-based) learning with synchronous learning events (face-to-face workshops/interactive webinars). LearnUpon is structured so that each learner's progress and engagement is monitored, encouraged and supported by their module lecturer/tutor, providing learners with the opportunity to track their achievement and to develop the self-directed learning skills essential for progression.

Lecturers/tutors routinely check learners' understanding of course content and the programme's learning outcomes to ensure that learners understand what is expected of them in order to successfully complete the programme. It is the responsibility of

the module lecturer/tutor to highlight to the Programme Leader, learners who are experiencing academic challenges and who would benefit from extra support to meet their course requirements.

The tuition team for each module takes ownership of the course content and learner supports and engages in a variety of delivery styles to meet the needs of different learners. Key concept resources, such as videos on assessment briefs and digital literacy, are available on LearnUpon. Further resources are added on an ongoing basis in response to tutor and learner feedback.

Diagnostic testing is undertaken at the start of each module - normally submission of a short piece of written work – to help identify any knowledge gaps where learners might require additional support or have an undiagnosed specific learning difficulty for which reasonable accommodations could be put in place. Learners are routinely reminded of the available supports throughout the teaching and learning process.

Learners are able to contact their module lecturer/tutor through email or internal messaging via LearnUpon. Chevron's service standard is to respond to all emails within one working day.

Learners are encouraged to use emails as a first point of contact with tutors. This can be supplemented with a phone or Zoom call, which can be arranged in advance with the lecturer/tutor. Chevron can also arrange for one-to-one mentoring session(s) with course tutors on request, at our Head Office, Anne Street, Wexford.

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#### 11.4.4 Studies Advisor

While online and blended learning offers great flexibility, learners are required to develop effective time management and study skills in order to engage with course content and achieve their goals. Chevron employs an experienced team of studies advisors who are available to provide support to learners on its programmes.

There is a dedicated studies advisor for FET programmes who schedules an initial meeting with each learner to ensure a smooth transition to online and blended learning. A Studies Advisor will also be appointed for each HET programme. Studies advisors make contact with the learner at induction and will be available to throughout their studies with Chevron to provide advice and address any challenges

the learner may encounter. The amount of contact with a studies advisor will be determined by the level, type and stage of the programme.

During the initial online meeting, the Studies Advisor will carry out an assessment of the learner's technical skills and will provide support with technical issues as they arise. The Studies Advisor will also introduce learners to the support module on the VLE to include:

- IT Skills
- Assistive Technology skills
- Study skills
- How to approach a module
- Referencing and academic writing
- FAQ section

The Studies Advisor will run further live and recorded group webinars regularly to support with areas of growth for learners (attendance will be optional).

One of the aims of the support programme is to enable participants to become independent learners, through self-direction and autonomy. The support of the Studies Advisor during the Personal Development Planning process is designed to promote the learner's development in the following areas:

- Willingness to learn
- Devising short medium and long-term SMART goals
- Engaging with the learning process
- Evaluating their learning

Additional support from a studies advisor is also available to learners on the recommendation of their module lecturers/tutors. Practical support and guidance is available on:

- Study skills and time management.
- IT Skills - Microsoft Word – formatting, saving and sharing documents.
- Assistive Technology Skills.
- Effective note-taking.

- Research skills, reference materials, effective library and internet search.
- Critical reading and reflection.
- Mind mapping, including using free online mind mapping tools.
- Proof-reading and editing skills.
- Academic writing.
- Referencing & Plagiarism.
- Communication skills - PowerPoint, presentation delivery etc.
- Effective exam techniques.
- Managing exam stress.

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#### 11.4.5 Monitored Discussion Forum

Each module includes an online discussion forum which acts as a peer-to-peer support for learners and is used as a tool in formative assessment and to foster class discussion. The discussion forum brings a social element to online learning. Learners can forge a group identity, discuss issues related to the course and respond to topics set by the tutor. They are encouraged to monitor general discussion threads and also threads relating to their specific module.

The Programme Development Manager is responsible for developing, providing and updating protocols and guidelines to staff and learners on the use of the full range of online interactions and forums in their learning. All forums have nominated trained moderators who check that learners are engaging with class discussions and to ensure that dignity, courtesy and respect are maintained. Please see [11.6 Standards of Behaviour](#).

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#### 11.4.6 Class Representatives

At the beginning of each year Chevron encourages learners to nominate from within their group, a Class Representative to be the spokesperson for the group. Class representatives are the key link between the learners in a class and the tutors on the programme and work for the class to make sure that any issues are addressed and the learning experience is a positive one. Training is provided by the college for the Class Representatives, who attend Programme Boards and also meet with

programme teams each month to provide feedback and discuss any issues. They are not expected to resolve any personal issues but may be able to refer a learner to the appropriate member of staff that can provide assistance.

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#### 11.4.7 Library

Course specific reading materials, quick links and other resources are added to each module on FET courses as required. Learners on HET programmes will be provided with access to eBooks and journal articles and can search the literature to locate resources relevant to their assessment and area of interest. There is also a 'My Module Resources' feature, which allows learners to search for their module title and access core and additional recommended texts based on their specific module. The Studies Advisor provides support on research methods where required.

In addition to offering a broad range of reference materials, the library also provides learners with access to useful resources on critical thinking, research skills, exam preparation, dissertation support and other reading for academic purposes.

Following a successful extension of scope application it is proposed that an academic librarian will be appointed, who will work with programme teams and the Head of Student Support to manage the provision of suitable resources.

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#### 11.4.8 Work Placement

Learners may be required to complete a work placement as part of their FET or HET programmes.

It is the responsibility of each learner to source their own work placement. However, each Placement Lead, in consultation with the Programme Leader, will provide a list of appropriate work placements. Learners will be advised to update their CV prior to approaching an organisation. Advice and guidance on CV preparation will be available from the Chevron College's Employment Services Officer.

The Programme Leader will appoint a Placement Officer from the programme team, who will support learners to arrange their placements. The Placement Officer will:

- Assist learners with the completion of the appropriate placement proposal documentation.

- Contact potential Placement Providers, to ensure that they understand what is required before a placement is approved and provide contact details for whom they can contact in Chevron with any issues.
- Send out the Health and Safety Assessment form to the Placement Provider.
- Assign learners to their Placement Supervisors, who will be the point of contact for the learner throughout the placement.
- Maintain a database of placement providers.
- Respond to learner enquiries regarding possible placement contact details. (N.B. it is not the responsibility of the Placement Officer to contact potential placement providers on behalf of the learner.)

Chevron offers a free e-vetting service to learners enrolled on their programmes. Existing insurance policies of childcare/healthcare providers will usually cover the learner during the period of their work placement. In combination, Chevron's insurance policy will act as further cover for the learner as per the insurance letter which is available to download from LearnUpon. Further information on work placement is available in [Section 14.5](#).

## 11.5 Administration & Support Services

Chevron's main office is located in Wexford and learners can access career guidance, financial services, technical support and other administration and support services by contacting the appropriate personnel by email.

Chevron's staff are available from 09:00-17:30 to take calls and respond to email messages. This is supported by an offline 24-hour message service which directs queries to the relevant Chevron team member. They will then contact the learner via email, telephone or Zoom to discuss their specific requirements. If the learner would prefer to meet the Chevron representative face-to-face, this can also be facilitated.

All support services will be provided in a friendly and confidential manner.

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### 11.5.1 Financial Services

Chevron's finance office will engage with learners who may have issues with the payment of course fees and offers advice and support on making grant and other third-party funding applications.



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### 11.5.2 Employment Services

Chevron's Employment Services Officer offers learners coaching and support to develop their employability skills and to facilitate the transition to employment and further progression with their careers. Services include advice on CV preparation, LinkedIn profile, interview techniques and other job search skills.

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### 11.5.3 Disability Services

Learners can disclose a disability or specific learning difficulty to their lecturer/tutor, programme leader, administrative staff, studies advisor or to the Head of Student Support. Chevron is committed to inclusive practice and will discuss the learner's support needs, in addition to any reasonable accommodations that may be available to them, see: Reasonable Accommodations [Section 9.4](#). Where possible learners are asked to disclose a disability at registration so that supports can be put in place for them in a timely manner. Anything the learner discloses to Chevron is confidential and information will not be shared without their permission.

Chevron's Head of Student Support will work with programme teams to ensure that reasonable accommodations and any other supports required by the learner are in place for them. The Head of Student Support will maintain contact with the learner and will offer advice and guidance to enable them to engage with and successfully complete their studies.

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### 11.5.4 Pastoral Care

Chevron recognises that some learners may encounter challenges of a personal nature during their programme of study. Therefore, all learners have access pastoral care services (i.e. counselling, personal guidance, mental health awareness supports) throughout their studies.

All services shall be accessed in a confidential manner.

## 11.6 Standards of Behaviour and Professional Conduct

Chevron College is committed to providing a safe, inclusive, supportive and positive learning experience for all its learners. Any form of discrimination or harassment on the basis of gender, civil or marital status, family/parental status, disability, race or

ethnicity, sexual orientation, age, religion or membership of the traveller community will not be tolerated.

Learners at Chevron College are expected to treat others with courtesy and respect and to behave in a way that does not cause risk or distress to any member of the College community, hinder the operations of the College or damage to its reputation.

Learners are expected to familiarise themselves with the policies and procedures of Chevron College in order to understand their obligations in respect to their programme of study and the standard of behaviour required of them.

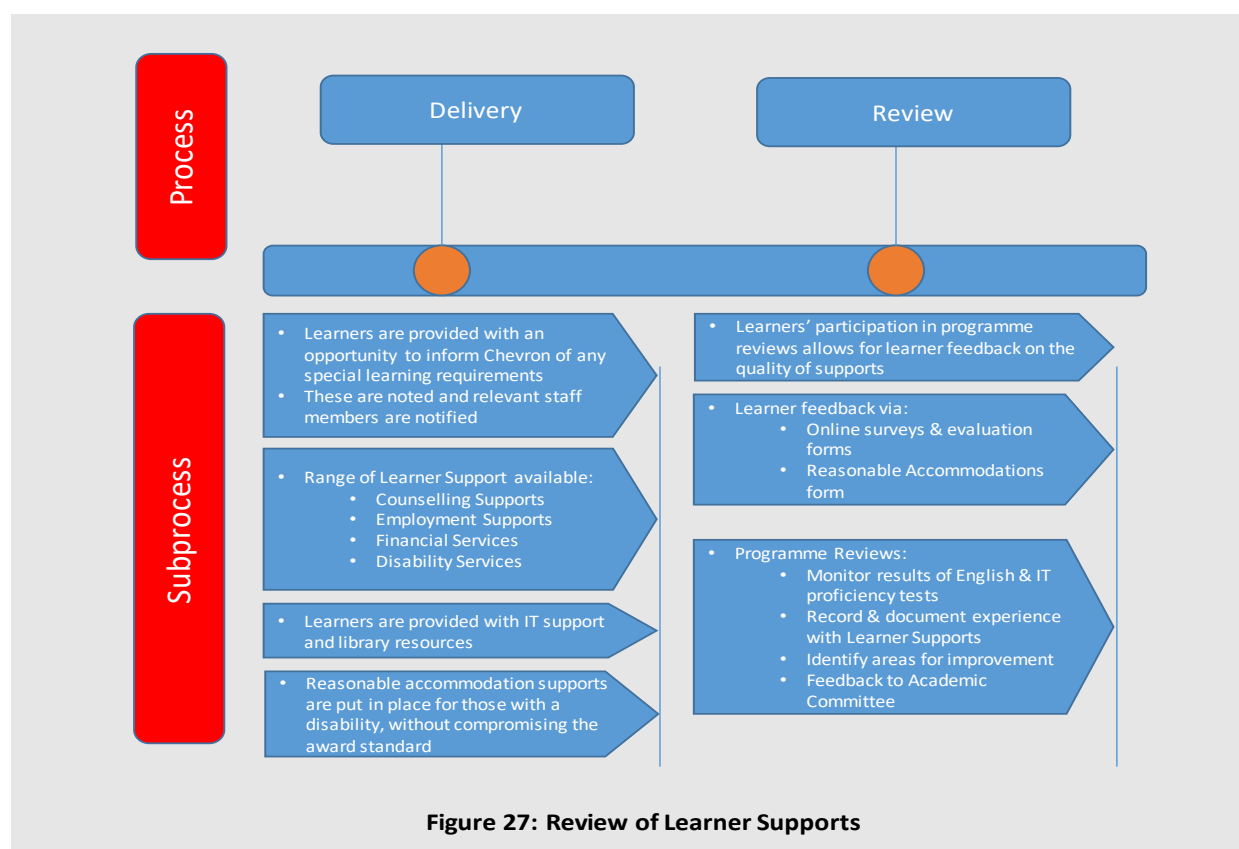
Chevron understands that online communication may sometimes create barriers that do not exist in face-to-face classroom settings. The College has clear policies on online engagement, which include guidelines on netiquette in online classrooms and discussion forums. These policies are designed to enable and support successful communication between Chevron's staff and learners, so that the College's online learning channels are used to their full potential and deliver a high-quality learning experience.

All allegations of misconduct at Chevron College are dealt with on a case-by-case basis. Where possible, minor general misconduct should be resolved informally and promptly within a learner's programme of study under the guidelines outlined in Chevron's Learner Disciplinary Policy (see Appendix G). Serious misconduct must be referred to the Director of Academic Affairs.

## 11.7 Review of Learner Supports

Chevron's Head of Student Support has overarching responsibility for the provision and review of academic and pastoral support services at the College. In collaboration with management and programme teams, the Head of Student Support monitors learner engagement, identifies emerging issues and co-ordinates any follow-up actions that are required.

Each Programme Board will consider Learner Supports as they relate to an individual programme. All Programme Boards will have learner representation. In addition, feedback on supports from learner surveys is reviewed and acted upon as necessary. The process and methods to monitor learning supports is outlined in Figure 27 below:



## 11.8 Learner Complaints

The Learner Complaints Policy reflects the commitment of Chevron College to ensure that any complaints or grievances will be treated fairly, impartially, effectively and in a timely manner.

As far as possible, any learner's complaints should be resolved informally and promptly within their programme of study. Where the matter cannot be resolved informally, this policy is intended to set out the formal procedures under which a learner may progress their complaint.

The Complaints Policy applies to all learners at Chevron College in respect of any service that they receive at the College, with the exception of academic appeals.

Learners may make a complaint about the quality of the programme design or learning resources, the conduct of a member of staff, the delivery of a programme, or any associated services provided by the College.

Appeals against an academic judgement are conducted under the procedures set out in Chevron's Recheck, Review and Appeals Policy (see: [Section 10.5](#)) and Academic Integrity Policy (see: [Section 10.6](#)).

The learner should follow the appeals procedures outlined in the policies above if their complaint relates to:

- the grade they were awarded.
- an assessment which they believe was not conducted in accordance with current regulations, or where there was a material irregularity.
- a disability or additional need where the learner believes that the initial needs assessment was not carried out correctly or the agreed supports were not provided.
- extenuating circumstances where the learner has supporting evidence to explain why they were unable to inform the College of these previously, or wishes to appeal an extenuation decision.
- the decision of an Academic Misconduct Panel.

However, because a learner's assessment complaint may be only one aspect of a broader complaint, this process may also be integrated within Chevron's Complaints

policy and procedures, depending on the issues that the learner wishes to raise in respect to programme content and delivery and the services provided by Chevron College.

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### 11.8.1 Stage 1: Informal Complaints Procedure:

Chevron College regards its learners as partners in managing the quality of their learning experience. Learner touchpoints include email, phone or Zoom calls, and a moderated group discussion forum on the VLE platform. The Programme Administrator deals with day-to-day administrative matters, such as enrolment queries and technical issues. Chevron's service standard is to respond to all emails within one working day.

Survey Monkey is integrated with modules to allow for mid-point and end-point feedback. Learners also have access to a Studies Advisor, who also acts a student advocate. Each learner cohort has a nominated Class Representative who acts as spokesperson for the group to ensure that the learner voice is heard and that any issues students raise are satisfactorily resolved with programme teams.

All of these contact points provide opportunities to obtain and respond to learner feedback and to resolve any issues informally and promptly.

If the learner is not satisfied with how their complaint has been resolved they may contact their Programme Leader by email, outlining their issues. The Programme Leader will respond within 14 working days and has the authority to escalate the issue to the Director of Academic Affairs.

If the learner has a complaint about how they have been treated by a member of staff at the college, they may contact the Director of Academic Affairs directly.

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### 11.8.2 Stage 2: Formal Complaints Procedure

If the learner is not satisfied that the matter has been resolved informally, they may submit a formal complaint to the Director of Academic Affairs by completing the online Complaint Form, available to download from the LearnUpon VLE.

In the form the learner must clearly outline:

- The grounds for the complaint
- Any previous actions taken by Chevron to resolve the issue
- The resolution to the issue sought by the learner

Any supporting evidence which would affect the outcome of the complaint should be submitted with this form.

Formal complaints should normally be made within one month of the unsuccessful outcome of an informal complaint.

On receipt of a complaint, the Director of Academic Affairs will contact the complainant and acknowledge receipt of the complaint. An investigation into the nature of the complaint will be carried out, and that the complainant will be informed of the outcome of the investigation within 14 days.

The complainant will be contacted on completion of the investigation and informed of the results, and any corrective action that may be taken.

Chevron recognises that there may be circumstances which affect a learner's ability to progress with their studies or where they may wish to withdraw from a programme. Chevron offers several options to learners in such situations under the College's Extenuation and Refund policies including but not limited to, a change of mind period for new enrolments, course deferral and course transfer.

Where a learner feels that a decision made by the Director of Academic Affairs is not fair or reasonable in line with the published terms and conditions of Chevron College, they have the right of appeal.

Learners who wish to appeal the decision on their complaint will have the services of a Student Support Officer, who will advise them on this stage of the complaints process and submit an appeal on their behalf. The complainant must submit a written statement outlining the grounds for the appeal to the Student Support Officer.

An appropriate Appeals Panel will be convened by management to hear the appeal. The complainant will receive written notification of the outcome of the appeal from the Student Support Officer and any subsequent action by Chevron within 14 days of the panel meeting.

In the case of a refund request where the appeal is denied, the Panel has the discretion to recommend that the Management Board offer an ex-gratia payment to the complainant as an act of goodwill.

## 12 Information and Data Management (QA Policy 8)

### 12.1 Policy Position and Ownership

Policy Owner	Person(s) Responsible for Policy Delivery	Current Version	Date of last revision
Management Board	Management Board Academic Council Director of Academic Affairs Admissions Director Operations Manager Director of Higher Education TLA QA Coordinator Programme Leader(s) Programme Team(s)	V1.2	Apr 2022

Chevron's policy on Information and Data Management is to be able to manage this business resource to ensure its appropriate use and security in order to comply with best practice and the organisation's statutory obligations. The Management Board has primary responsibility for Information and Data Management, in line with the following principles:

- Ensuring the security and proper use of all learner data, business information and other IT assets.
- Safeguarding the security of personal or sensitive information.
- Managing information and data covering a range of media and formats (created, received, stored and disposed of).
- Engaging with external service providers and consultants to maintain IT systems and their integrity, ensure business continuity.
- Managing the complete lifecycle of all information in line with Data Protection and the requirements of QQI and other interested parties.



The Management Board recognises that information is an asset of the organisation and should be managed accordingly. Therefore, all staff, contractors and consultants are required to maintain and respect the integrity, security and proper use of all data.

## 12.2 Information Types and Formats

The information used by Chevron reflects its range of activities within the training and education sector, covering both corporate data and different formats, as shown in Figure 28 below:

Information types	Information formats
<ul style="list-style-type: none"> <li>• Electronic data (e.g. emails, word-processed documents, spreadsheets, databases and web content)</li> <li>• Hard copy documents (including learner assignments, course notes &amp; materials, assessment materials, award certificates, Garda vetting applications, hand-written notes)</li> <li>• Video and photos (digital images)</li> <li>• Audio files</li> </ul>	<ul style="list-style-type: none"> <li>• Desktop &amp; laptop PCs</li> <li>• Internal servers</li> <li>• Cloud-based servers</li> <li>• Social media feeds (Facebook, Twitter, LinkedIn)</li> <li>• Uploads to Turnitin</li> <li>• Uploads to QBS (QQI)</li> <li>• Uploads to Garda National Vetting database</li> <li>• CDs and flash drives</li> <li>• Voicemail recordings</li> <li>• Mobile phone texts</li> <li>• Website pages</li> <li>• Hard copy documents</li> </ul>

Figure 28: Information types & formats

## 12.3 Service Providers and Data Management

Chevron maintains a range of information management systems to support its operations, assist in decision-making across the organisation, plus support effective communication and sharing of information with learners and other stakeholders.

The main data management platforms used by Chevron are cloud-based and include:

- BrightOffice – a CRM platform utilised in its training service provider configuration.
- Microsoft Office 365 – primarily email, word processing and spreadsheets to support both day-to-day office work and mobile working.
- LearnUpon – a VLE/LMS used to distribute course content to learners, monitor learner engagement and progress, plus facilitate learner-tutor interaction and skills training through gamification.

These systems collect and process data, making it available to staff who have the authority to access it. Learners studying blended and online programmes have access to the LearnUpon VLE during their studies with Chevron.

The LearnUpon VLE employs a robust suite of security policies and procedures, with secure encryption and the platform promises a 99.99%+ uptime for its customers. Chevron uses a Managed Services provider to support its IT operations, including:

- Consultancy on IT trends and advice to meet the organisation's changing IT requirements.
- Technical support to individual users, plus resolving any IT issues in order to maintain services to customers and other stakeholders.
- Remote monitoring to maintain systems integrity.
- Back-up and disaster recovery.
- Local server maintenance and advice on technical upgrades.
- Management of anti-virus software and firewalls.
- Compliance with software renewals and licensing.

Reporting to the Director of Academic Affairs, the Programme Development Manager has oversight of the management of the LearnUpon VLE for both programme administration and for the delivery of blended learning. Consideration of risks relating to platform, hardware or software failures are considered as part of ongoing risk management by the Audit and Management Committee and the Risk

Register prepared by the committee is reviewed monthly by the Management Board.

Risk is offset by:

- The use of a virtual environment which contributes to the speedy restoration of services.
- Maintenance contracts in place with key suppliers to ensure that engineers are available at the earliest opportunity, including out of hours.
- High level of competence by external consultants.
- Good system security, with extensive monitoring and alarms so that problems can be addressed at the earliest opportunity.
- Data backup strategies which include the use of offsite storage.

As part of their induction processes, all Chevron staff involved in the delivery of programmes are advised of procedures to undertake in the event of a TEL tool failure. They can contact their Programme Leader, the Programme Development Manager or Operations Manager for further assistance and will be provided with emergency out-of-office contact details for technology support.

In the event of platform, hardware or software failures, the Programme Development Manager, assisted by the Operations Manager and in consultation with the College's IT Services Provider, will have responsibility for implementing contingency arrangements, reporting to the Director of Academic Affairs. In the unlikely event of a platform failure, delivery will pause until the problem is resolved or an alternative solution is put in place.

Transitional arrangements for any upgrades or migration to new technology platforms are considered across the organisation to ensure continuity of service delivery. The Director of Academic Affairs would supervise such transitions, reporting to the Management Board.

## **12.4 Transmission of QQI Certification Data**

Chevron also maintains access to QQI's QBS system through a password-protected link via [www.qqi.ie](http://www.qqi.ie). This is used by programme administrators to upload learner data in support of learner certification and also access other QQI systems, e.g. validation services and Q-help.

The Programme Administrator inputs certification data to QBS which is verified by the Operations Manager, following a verification form which is then signed off by both parties, including a note of any issues arising during the process for review by the Director of Academic Affairs.

## 12.5 Data Protection and Privacy Policy

Chevron gathers and maintains a variety of personal data to assist in fulfilling its contracts and the delivery of services to learners and other interested parties. This data is controlled internally to ensure its safety and integrity. Data includes:

- Learner name
- Learner address
- PPS number
- Telephone number(s)
- Email address
- Date of birth
- Course/programme of study
- Module and certification results
- Employer (if relevant)

Data is initially collected by the Admissions team and logged on the CRM from the point of initial course enquiries. It is then used by administrators and tutors throughout the learner lifecycle (registration, enrolment, study, assessment, certification plus progression) to support the delivery of the programme to learners. At the point of enrolment, all learners receive access to a Programme Handbook which refers to Chevron's data management policies.

All staff involved in the provision of blended learning programmes will be notified of the requirements of data protection law. This will include protocols for communication and facilitation of online discussions and other issues with regard to teaching with technology associated with data protection. The information relating to the storage and use of all personal information is published in Chevron's Data Protection & Office Security Policy (see: Appendix H). The QA Policy & Procedures Committee is responsible for the maintenance and ongoing review of this privacy policy and notices. Privacy notices are made available to staff and learners and other

interested parties on Chevron's website at: <https://chevrontraining.ie/privacy-policy/> to assist with subject access and similar requests.

Chevron maintains and shares data in accordance with Data Protection Act 2018/ General Data Protection Regulation (EU) 2016/679, with a Data Protection Officer having oversight of this area, reporting to the Managing Director.

## **12.6 Management Information Systems (MIS) & Decision Making**

As indicated above, all learner information is stored securely within Chevron's LMS and CRM systems. Together these platforms provide a range of quantitative and qualitative data, including pre-configured reports, to help inform academic and management decision-making.

These outputs and reports are formally considered at Programme Self-evaluations, benchmarking exercises, tutor KPI reviews, Academic Council meetings, plus Management Review Meetings. This data includes but is not limited to the following information:

- Completion rates
- Award levels
- Grade analysis
- Engagement rates
- Mid-course evaluations
- Post-course feedback
- Tutor/learner ratios
- Assignment submission rate
- Drop-out rates
- Learner progression paths
- Learner career paths
- Satisfaction ratings
- Learner enrolments
- Learner numbers per programme

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### 12.6.1 Measuring Learner Progress

Learner retention, progression and achievement are measured from the commencement of studies on their first module. This reference point is used as every learner must complete the Learner Verification Process before commencing their programme as this creates the 'learning contract', verifies prior awards for entry purposes, confirms IT skills, etc.

Procedures for enrolling new learners on blended and online programmes are designed to prepare learners for autonomous, independent learning using technology supports. Learners are also made aware that their engagement with the programme, the LearnUpon VLE and other online learning tools is monitored as part of their tutor/lecturer support.

The BrightOffice CRM platform and the LearnUpon LMS provide accurate learner records managed by each Programme Administrator, who maintains an up-to-date list of enrolled learners, with learner engagement and other data available for programme monitoring and evaluation on request.

In circumstances where the learner may be prevented from continuing their studies for a period of time, learner record arrangements support the flexibility needed to enable them to stop and rejoin their programme of study, in line with extenuation arrangements approved by the College.

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### 12.6.2 MIS and Future Planning

Both academic and business management are aware that learner-related data can provide a rich source of information for future planning, subject to Data Protection considerations. Both the Management Board and Academic Council formally review statistical data to monitor trends and assist with future planning.

The approaches used to analyse MIS to support future planning are outlined in Figure 28 overleaf:

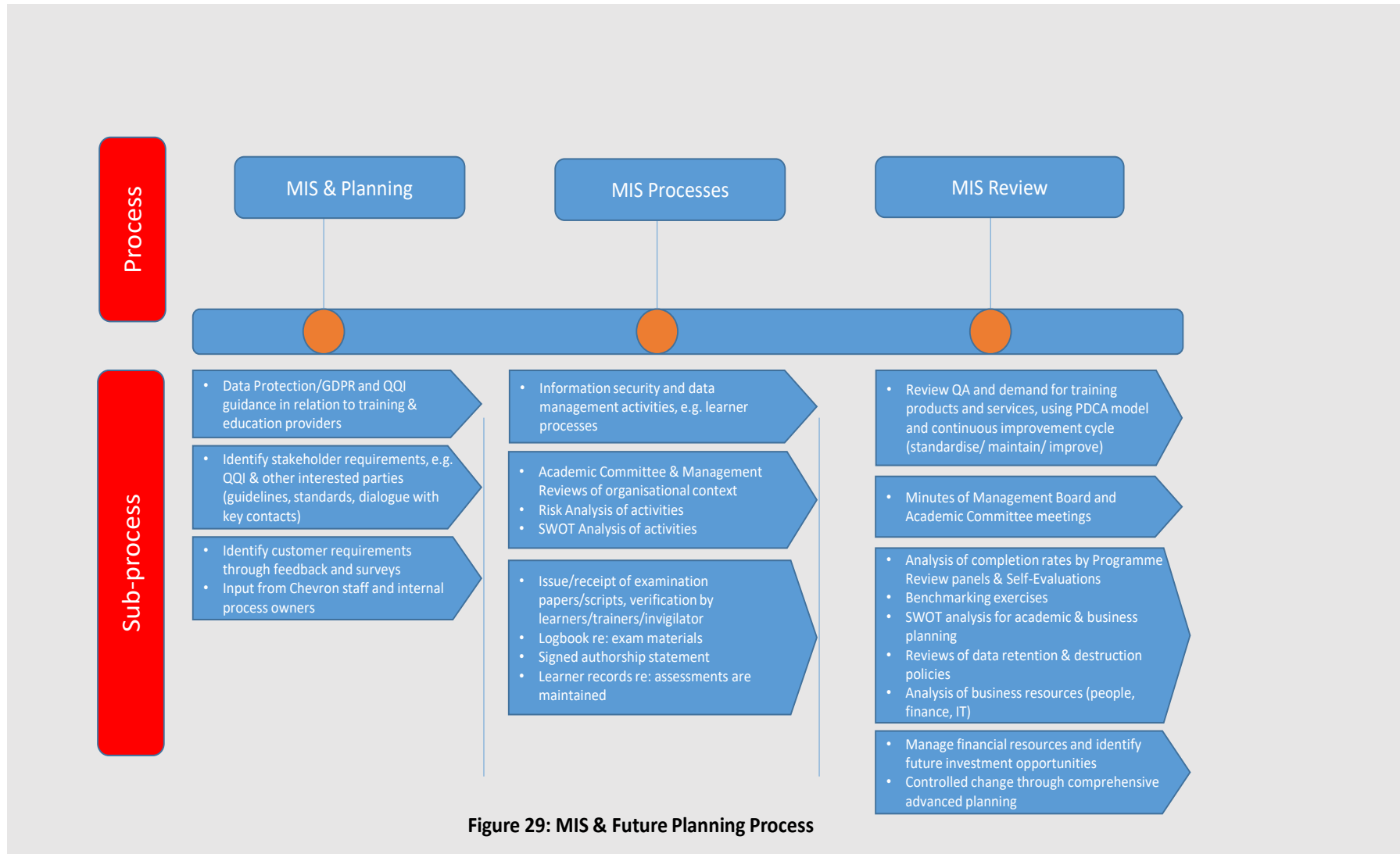


Figure 29: MIS & Future Planning Process

## 12.7 Records Maintenance, Retention & Disposal

Learner records are maintained in line with effective IT/data management practice and Chevron's Data Protection & Office Security Policy. In order to deliver its services to learners, Chevron maintains comprehensive learner records from initial engagement to certification (i.e. learners' results, feedback and prior completion of previous modules, etc.). The types of information held includes:

- Booking form and Reasonable Accommodations form (if applicable)
- Attendance sheets
- Learner portfolios and exams
- Evaluation sheets
- Certification records and record of learners' results
- Logbook – Receipt of learner work and storage details
- Feedback forms

Learners' assessment work is logged on receipt, assigned to the relevant tutor, marked and then stored onsite. Storage of hard copy assessment materials is in a locked storeroom and these materials are destroyed once certification is achieved (and any appeal window has expired). Chevron has arranged for shredding by a reputable firm, with certificates of destruction being provided to the Director of Academic Affairs.

Digital information on learners is retained for 5 years in order to support the delivery of current or any future training or education services, in accordance with the privacy policy. Individuals having the right to have their information removed on written request prior to the expiry of this period.

## 12.8 Online Content

Chevron recognises that the digital content used in the context of online delivery requires additional management oversight. The Director of Academic Affairs reports to the Academic Council on the:

- Life expectancy of each technology component (in order to ensure that it remains appropriate for online or blended learning provision);
- Expected duration of programmes; and



- Scalability of content in terms of numbers of learners and application through other modules.

The overall aim is that all learning content and media should support the programme objectives and complement the learning outcomes.

Content provided for online and blended delivery is subject to peer review before release onto the VLE. The Programme Leader is responsible for ensuring that online content is learner-centred, providing a consistent and accessible experience for all learners. This is achieved through reviewing learner feedback, formal internal programme reviews plus tutor CPD.

## 13 Public Information and Communication (QA Policy 9)

### 13.1 Policy Position and Ownership

Policy Owner	Person(s) Responsible for Policy Delivery	Current Version	Date of last revision
Management Board	Management Board Academic Council Director of Academic Affairs Admissions Director	V1.1	Nov 2021

Policy Owner	Person(s) Responsible for Policy Delivery	Current Version	Date of last revision
Management Board	Management Board Academic Council Director of Academic Affairs Admissions Director	V1.2	Apr 2022

Chevron is committed to creating and maintaining two-way communication to enable all stakeholders (e.g. learners, staff and other interested parties) to receive, share and exchange relevant information.

Chevron endeavours to ensure that all information and public information is approved prior to publication, and is clear, accurate, and up to date. Chevron devotes considerable resources to this area, with a full-time web designer and digital marketing team to provide creative and relevant content to its stakeholders.

Chevron communicates and publishes information about its activities, primarily through its website (<https://chevrontraining.ie/>) and also through brochures and flyers.

The website holds the current versions of the QA Manual and a Privacy Statement. In addition, Chevron will publish all QQI Evaluation Reports. The Director of Academic Affairs is responsible for progressing all quality assurance policies and procedures and the evaluation and findings from quality assurance evaluations, through the approvals process. This includes the publication of quality-related materials on the website. Key findings from quality evaluations will be published as soon as practicable after an evaluation event and in an accessible format.

Chevron also uses less formal communication channels (e.g. web chat, Facebook, Twitter, LinkedIn) in order to reach out to learners and other stakeholders, although these channels concentrate on basic information on courses (e.g. web chat responses to initial learner enquiries).

### 13.2 Approval of Communications

Chevron takes the view that clear learner information is fundamental to the success of any training or education programme. Chevron is responsible for ensuring that all communications in relation to QQI programmes follow the component award information and specific validation criteria. As a minimum, all prospective and current learners have access to the following information:

- The type of award and awarding body (e.g. QQI).
- The full name of the award, QQI code and NFQ level.
- Any access, transfer and progression procedures.
- Protection of Enrolled Learners (PEL) arrangements, if relevant.

Approval of communications will depend on the business risk rating, type of documents or public information being produced by Chevron, such as flyers, brochures, social media postings, annual monitoring reports, programme handbooks and public information. The Management Board is responsible for ensuring the quality and accuracy of communications. The Academic Council takes an oversight view of the quality and accuracy of any academic-related content. Public information and other communications are reviewed internally prior to release as shown in Figure 30 below:

Communication Type	Risk Rating	Approval by
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<ul style="list-style-type: none"> <li>• Website information</li> <li>• Flyers</li> <li>• Programme brochures</li> <li>• Programme handbooks</li> </ul>	High	Director of Academic Affairs, reporting to Academic Council
<ul style="list-style-type: none"> <li>• QA Manual</li> <li>• Annual monitoring reports</li> </ul>	High	Director of Academic Affairs, reporting to Academic Council
<ul style="list-style-type: none"> <li>• PR releases and other public information</li> </ul>	High	Managing Director (requires referral to Academic Council for all academic matters)
<ul style="list-style-type: none"> <li>• Social media postings</li> </ul>	Medium	Director of Academic Affairs
<ul style="list-style-type: none"> <li>• Web chat responses</li> </ul>	Low	Admissions Director

Figure 30: Approval of Public Information & Communications

### 13.3 Learner Information

Chevron maintains a consistent 'house style' to communicate all relevant information across all courses including (but not limited to) the following:

- Course summary
- Course profile
- Entry requirements
- Who should enrol?
- Qualifications and awards
- Assessment methods
- Work experience
- Exemptions
- Career opportunities
- Progression
- PEL

In addition to the above, key QA documents (e.g. Programme Handbook and specific Guidance Notes) are made available to learners via the Pre-Course Information webpage and form part of the induction to the programme of study.

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### 13.3.1 Information for Online Learners

All learners have access to Pre-Course Information via Chevron's website at: <https://chevrontraining.ie/pre-course-information/> which includes competency requirements for online and blended courses, including:

- Able to use a web browser (Internet Explorer or similar).
- Proficient in Microsoft Outlook or similar email app.
- Able to complete and submit assignments in a Word document format.
- Able to use Zoom or similar apps.
- Able to carry out web-based research.

The Training Consultants verify this information with prospective learners as part of the admissions process.

Chevron also provides guidance in relation to Online Study Skills as part of the Pre-Course Information on Chevron's website. This highlights five specific skills required to succeed in the context of online learning, as follows:

- Computer skills – basic computer skills (e.g. word processing, email and internet searches). Learners are advised that some of the course content can be viewed on a tablet or mobile but they will need to access a suitable laptop or desktop PC to write up coursework for assessments.
- English language skills – if potential learners have not completed either primary or secondary education through English then they are required to take an IELTS test of their English comprehension and writing skills.
- Communication skills – learners will be required to accept support and study guidance from a course lecturer/tutor (by email, phone, Zoom call) plus participate in webinars and an online discussion forum, showing proper respect and courtesy to both lecturers/tutors and other learners on the course.
- Effective course engagement and time management – although online and blended learning formats offer great flexibility, Chevron still requires learners

to plan their study times, engage with course content on the LearnUpon VLE, making a note of module and programme learning outcomes and plan ahead to achieve these goals.

- Self-discipline and motivation – learners need to be self-motivated as their progress will be down to their own efforts, their personal support network, plus self-management skills (e.g. planning a study time and place).

## 14 Other Parties Involved in Education & Training (QA Policy 10)

### 14.1 Policy Position and Ownership

Policy Owner	Person(s) Responsible for Policy Delivery	Current Version	Date of last revision
Management Board Academic Council	Management Board Academic Council Director of Academic Affairs QA Coordinator Director of Higher Education TLA Programme Leader(s) Admissions Director	V1.2	Apr 2022

Chevron is committed to establishing and maintaining a two-way system of communication with its stakeholders and other interested parties within the education and training community.

### 14.2 Peer Relationships

Chevron recognises that strong peer relationships help to support its activities, providing opportunities to discuss current issues and emerging trends, plus sharing benchmarking and best practice approaches, thereby ensuring the credibility of learning outcomes and awards achieved by learners.

Opportunities to develop peer relationships include:

- Attendance at conferences, seminars, etc. to meet with other education and training professionals.
- Contributions to White Paper responses and other requests from QQI and interested parties.

- Engagement with other education and training organisations, both in Ireland and abroad, to identify new trends.
- Benchmarking exercises with other Irish education and training providers, sharing best practice ideas and approaches.
- Working with Education & Training Boards (ETBs) and sharing experiences with ETB managers and tutors;
- Participating in Enterprise Ireland's international education initiatives to help develop global insights on training and education trends;
- Taking a leadership position in blended and online learning development; and
- Higher Education (HE) partnerships with third-level institutions, particularly UK universities, and participating in Transnational Education Reviews.

### 14.3 Managing Conflicts of Interest

Chevron is committed to the principle that the activities of its employees or contractors should not give rise to situations in which those employees or contractors have (or appear to have) harmful conflicts of interest.

The Director of Academic Affairs is responsible to both the Academic Council and Management Board in identifying and managing any potential conflicts of interest.

Therefore, any proposed employee or contractor is required to:

- Disclose any potential conflicts of interest prior to their engagement with Chevron.
- Assist the Director of Academic Affairs in managing the conflict wherever possible.
- Accept that the activity may be prohibited by Chevron where necessary in order to protect Chevron's academic or commercial interests, or the wider interests of QQI or other training and education partnerships.

The QA Coordinator will support the Director of Academic Affairs and External Chair of the Academic Council in monitoring this area.



## 14.4 Expert Panelists, Authenticators and Examiners

When engaging external expertise, the Director of Academic Affairs (and Programme Leader, where relevant) will ensure that all external experts:

- Are qualified and competent in their subject area(s); and
- Are briefed on Chevron's QA culture, policies and processes.

The proposed role and responsibilities of all external experts, including the selection and recruitment of any expert panel members will be reviewed by the External Chair of the Academic Council. All appointments will be subject to approval by the Academic Council.

The names and affiliations of expert panellists, examiners and authenticators and any other external experts associated with Chevron will be collated and monitored by the Director of Academic Affairs. Independence and expertise will be reviewed each time an expert is engaged and as part of the programme review and revalidation process.

---

### 14.4.1 External Authenticators

Chevron will select External Authenticators from the QQI panel or, alternatively, nominate persons to the panel with specific skillsets for consideration by QQI. External Authenticators are required to moderate results for awards in fields/sub-fields in which the Authenticator has broad subject matter expertise.

Given their professional status it is expected that all External Authenticators will possess the expertise necessary to moderate results in general areas, e.g. Communications. In selecting an appropriate External Authenticator from the QQI panel, care will be taken by Chevron to ensure that the Authenticator meets the following requirements:

- Free from any potential conflict of interest that may compromise their role.
- Technical and/or subject matter expertise within the appropriate award area/field of learning.
- Experience of delivering programme assessment or working in the industry/field.

- Agrees to undertake appropriate training and to attend relevant briefings.
- Has the personal skills and qualities to interact with learners, assessors and senior staff members, as appropriate.
- Appropriate administrative and IT skills.
- Competent to operate within QQI's codes of practice and guidelines.
- Available to Chevron at appropriate times.
- Is independent of the assessment centre to which s/he is assigned.

---

#### 14.4.2 External Examiners

Independent external review will be an essential part of the quality assurance of Chevron's HE programmes. An External Examiner is an independent expert who is a member of the broader community of practice within the programme's field of learning and whose accomplishments attest to his/her likelihood of having the authority necessary to fulfil the responsibilities of the role. External Examiners are normally drawn from higher education but can be drawn from other communities of practice provided they have the necessary competences (or acquire them prior to engagement). Chevron's External Examiner Policy has been informed by the guidelines and procedures outlined in QQI's *Effective Practice Guidelines for External Examining* (2015).

##### 1. Appointment

- 1.1 It will be the responsibility of Chevron's Director of Academic Affairs and individual programme leaders to establish a panel of external examiners for each of its higher education programmes.
- 1.2 All appointments will be subject to approval by the External Chair of the Academic Council.
- 1.3 The panel of external examiners appointed will be determined by the needs of each programme.
- 1.4 The external examiner's functions can be discharged by an individual or by a team of external examiners, where the needs of the programme demand a range of specialisations.
- 1.5 Chevron's External Examiners must satisfy the following criteria:

- Have appropriate academic/professional qualifications within the award area.
  - Have experience of assessment in higher education and ideally, previous experience as an external examiner
  - Be familiar with programmes in the same discipline in Ireland or abroad.
  - Be free from any potential conflict of interest that may compromise their role
- Nominations are approved by the Academic Council.

1.6 The Director of Academic Affairs will notify QQI of the appointment.

1.7 An external examiner's term of appointment will be sufficiently long to allow them to assess trends, and sufficiently short to provide diversity and maintain the required level of independence. The normal period of appointment is three years.

## 2. Induction

2.1 Chevron's Director of Academic Affairs will arrange an induction for each newly appointed External Examiner, shortly after their appointment, to introduce them to the College, academic staff and the programme. As part of the induction process, the External Examiner will be provided with all relevant documentation to enable them to carry out their functions effectively, such as details of Chevron's assessment processes, the programme validation report and other documentation outlining the programme assessment strategy and procedures, grading system and award classification. This may include copies of the programme's recent external examiner reports to demonstrate past trends, baseline issues, and Chevron's responsiveness to past recommendations.

## 3. Role and Responsibilities

3.1 The main duties of the External Examiner (or external examiner panel) are to:

- Review the appropriateness of the minimum intended programme learning outcomes (i.e. the programme's basic educational goal), and other programme objectives.

- Probe the actual attainment of learners (actual programme learning outcomes) using information agreed with and supplied by the provider Chevron.
  - Compare and contrast both the minimum intended programme learning outcomes and the actual attainment of learners with the relevant awards standards, with the National Framework of Qualifications, and with corresponding data from other programmes in the same discipline in other higher education institutions in Ireland and beyond.
  - Determine whether or not the applied procedures for assessment are valid, reliable, fair and consistent.
  - Review the appropriateness of the programme assessment strategy and the assessment procedures and, from this, consider subsidiary module assessment strategies.
  - Review key assessment tasks prior to their assignment in light of the programme and module assessment strategies and learners' prerequisite (prior) learning. Where key tasks include key continuous assessment tasks, it might not be feasible to review them prior to assignment, but they should still be reviewed by the external examiner.
  - Report findings and recommendations to Chevron.
- 3.2 Chevron will retain all learners' assessed submissions so that they can be sampled by the External Examiner.
- 3.3 Chevron will provide the External Examiner with additional information as required, in a timely manner including:
- the minimum intended programme learning outcomes and programme assessment strategy and approved programme schedule.
  - specific information about the assessment tasks and the assessment process and criteria at module and programme levels.
  - other relevant contextual information about the programme's teaching and learning.
  - analysis of the programme's assessment findings, including comparative analysis (e.g. correlation of findings with those of external

assessment instruments) to aid in assessing trends and making national and international comparisons.

- 3.4 Assessment tasks presented to the External Examiner for perusal should be accompanied by marking schemes/rubrics.
  - 3.5 Once finalised, assessment tasks, model responses and grading schemes will be sent to the External Examiner for review.
  - 3.6 Any changes recommended must be agreed between the External Examiner and the Programme Team prior to publication of assessment briefs to learners.
  - 3.7 The relevant programme external examiners should be present at any meeting where recommendations for the granting of higher education and training awards are made. Otherwise, it is desirable (but not mandatory) for the external examiner to be present, provided he/she attends one examination board per annum.
4. External Examiner's Report
    - 4.1 After each cohort is assessed, the External Examiner is required to submit a written report to the Programme Leader using the template provided by Chevron.
    - 4.2 The report is reviewed by the Programme Board and actions taken on recommendations and conclusions are recorded and communicated to staff as appropriate.
    - 4.3 The Programme Leader is responsible for providing a written response to the External Examiner on their recommendations and any actions taken by Chevron, in consultation with the Director of Academic Affairs.
    - 4.4 External Examiner reports will be reviewed by the Academic Council as part of their annual Programme Review processes.
5. Fees and Expenses
    - 5.1 The External Examiner will be paid a fixed fee plus expenses, agreed at the point of appointment. This fee is reflective of the workload undertaken by the examiner and in line fees paid for similar roles by other providers.
6. Replacement of an External Examiner

- 6.1 At the outset of an External Examiner's final year of tenure, Chevron's Director of Academic Affairs will notify the relevant Programme Leader of the requirement to appoint a new examiner. New appointments made will allow for an appropriate handover period.
- 6.2 Where an external examiner wishes to terminate their appointment early, they are requested, except in exceptional circumstances, to notify the Director of Academic Affairs not less than two months prior to the next semester's final assessments.
- 6.3 Should an external examiner need to be replaced at short notice, the Director of Academic Affairs will determine the most reasonable course of action in line with QQI guidelines on assessment.

## 14.5 Work Placement Providers

Depending on the requirements of the QQI award, learners may be required to undertake a work placement in an appropriate setting (e.g. Childcare facility). This work placement can be taken within a current working environment (i.e. if the learner is working in a childcare facility or with a healthcare provider) and is organised as follows:

- The word 'placement' is used to refer to any work-based learning situation which falls within the scope of programme validation.
- Full details of programme specific requirements for work placement will be provided to the learner in a placement handbook.
- It is the learner's responsibility to source their work placement.
- The Programme Leader will appoint a designated Placement Officer for each programme, who will record details of any placement and liaise with the Programme Leader, Placement Lead, Placement Supervisors and work placement providers as appropriate.
- Work placement providers will receive Chevron's briefing document outlining the requirements of the Work Placement exercise, including their written agreement to Chevron's processes in this area.
- The learner will be required to undertake particular tasks as outlined in their assignment briefs issued by their Placement Supervisor (module lecturer/tutor).

- On completion of the learner's placement, their workplace supervisor will be required to complete a Supervisor's Report, provided by Chevron, which assesses the learner's performance and competence in the assigned tasks. This should be reflective of the learner's actual performance on the work placement and free from bias. Any issues arising during work placement must be notified to the Workplace Officer, who will inform the Programme Leader and Placement Assessor.
- Chevron's placement officers should ensure that feedback is collected from learners and placement providers, both during the placement and on completion.
- Overall quality is reviewed as part of the annual Programme Review meetings, with a report provided to the Academic Council for review.

## 14.6 Second Providers

At the present time Chevron does not engage with second providers for any of its QQI programmes. Appropriate due diligence and approval by the Academic Council would be required before any second provider relationship would be considered, with formal approvals by both the Academic Council and Management Board.

## 14.7 Relationships with Other Accreditation Bodies

Chevron offers programmes accredited by other accreditation bodies in addition to QQI. Any proposal for a new programme partnership must be reviewed and approved by both the Academic Council and Management Board. Due diligence activities in this area should include Academic Council and Management Board reports covering:

- Strategic fit:
  - Proposed partner's Corporate Plan, Vision & Mission Statement
  - Organisational structure and geographical locations
  - Evidence of alignment with Chevron's corporate mission and goals
  - Ethical, sustainability, equality and diversity principles
  - Opportunities for enhancement of Chevron's organisational knowledge and experience
- Academic powers & Quality Assurance:

- Organisation's awarding powers, both in its own right and in collaboration with other training/education bodies
- QA methodology and manuals (e.g. academic integrity, dispute resolution)
- Financial:
  - Accounting and taxation position
  - Details of the financing arrangements of the organisation
- Legal:
  - Constitution of organisation
  - Power to enter into the proposed collaborative partnership
  - Approaches to third party collaborations, intellectual property, data protection, equality and diversity, etc.
- Risk:
  - Protection of the Chevron brand
  - Managing potential reputational risks (Chevron's association with QQI and NFQ)



## 15 Self-Evaluation, Monitoring & Review (QA Policy 11)

### 15.1 Policy Position and Ownership

Policy Owner	Person(s) Responsible for Policy Delivery	Current Version	Date of last revision
Management Board Academic Council	Management Board Academic Council Director of Academic Affairs QA Coordinator Director of Higher Education TLA Programme Leader(s) Head of Student Support	V1.2	Apr 2022

Chevron is committed to improving its educational and training programmes, together with its associated services, through the regular evaluation of its core activities. This ensures that the Quality Assurance system and its related processes undergo formal review, with areas for improvement being identified and acted upon by the Management Board and Academic Council.

### 15.2 Internal Self-Monitoring

Programmes should prepare learners for the real-life workplace and enable them to tackle future challenges in their area of learning. Chevron aims to do this by:

- Promoting a culture of learning and discovery within its learner community.
- Offering learner progression opportunities using the Learner Pathway model
- Encouraging a reflective practice approach amongst learners and tutors.

During a rolling 5-year period, all FET programmes delivered by Chevron will undergo self-evaluation in order to monitor their progress against their validation objectives. An Annual Self-Evaluation Plan is developed by the Director of Academic Affairs in consultation with Programme Leaders and the administration

team, before being submitted for approval by the Academic Council. Once approved, the Self-Evaluation Plan is implemented by the QA Policy & Procedures Committee, which in turn appoints a Self-Evaluation Team for each evaluation project.

The core focus is on outcomes as successful completion of QQI programmes is a core KPI for the organisation. However, in parallel with Chevron's internal audits for ISO9001:2015 purposes, a whole system approach is adopted to consider inputs, processes, operating environments, etc. within any self-evaluation review.

On completion of each self-evaluation project, the QA Policy & Procedures Committee will update the QA document with the findings of the review and, if required, the Programme Leader will implement a Programme Improvement Plan. All self-evaluation reports are considered by the Academic Council which may provide further recommendations for corrective actions, as appropriate.

Note: On successful completion of an Extension of Scope application, the policy on internal monitoring and review activities will be updated to reflect the requirement for HE providers to complete an institution level annual monitoring report for submission to QQI. This will document the schedule of review activities to align with timelines for reporting to QQI.

Programme Reviews of Chevron's FET Programmes are undertaken annually with a Programme Report and proposed improvements plan submitted to the Academic Council for review. These reports will inform the Annual Quality Report that will be submitted to QQI. HE programmes delivered with collaborative partner universities are reviewed after each semester.

The Programme Board for QQI validated HET programmes will meet each semester to reflect on the semester, consider results of learner surveys, feedback from the External Examiner(s), lecturer module reviews and any other matters which may inform developments for the semester ahead and/or contribute to the annual monitoring report.

The Director of Academic Affairs is responsible for scheduling Programme Reviews and has oversight of any proposed programme changes or improvements recommended by the Academic Council, as a result of the programme review process. Any changes will be considered in the context of the full programme or

stage, rather than being reactionary in response to one module or stakeholder group, in order to maintain the cohesion of the programme.

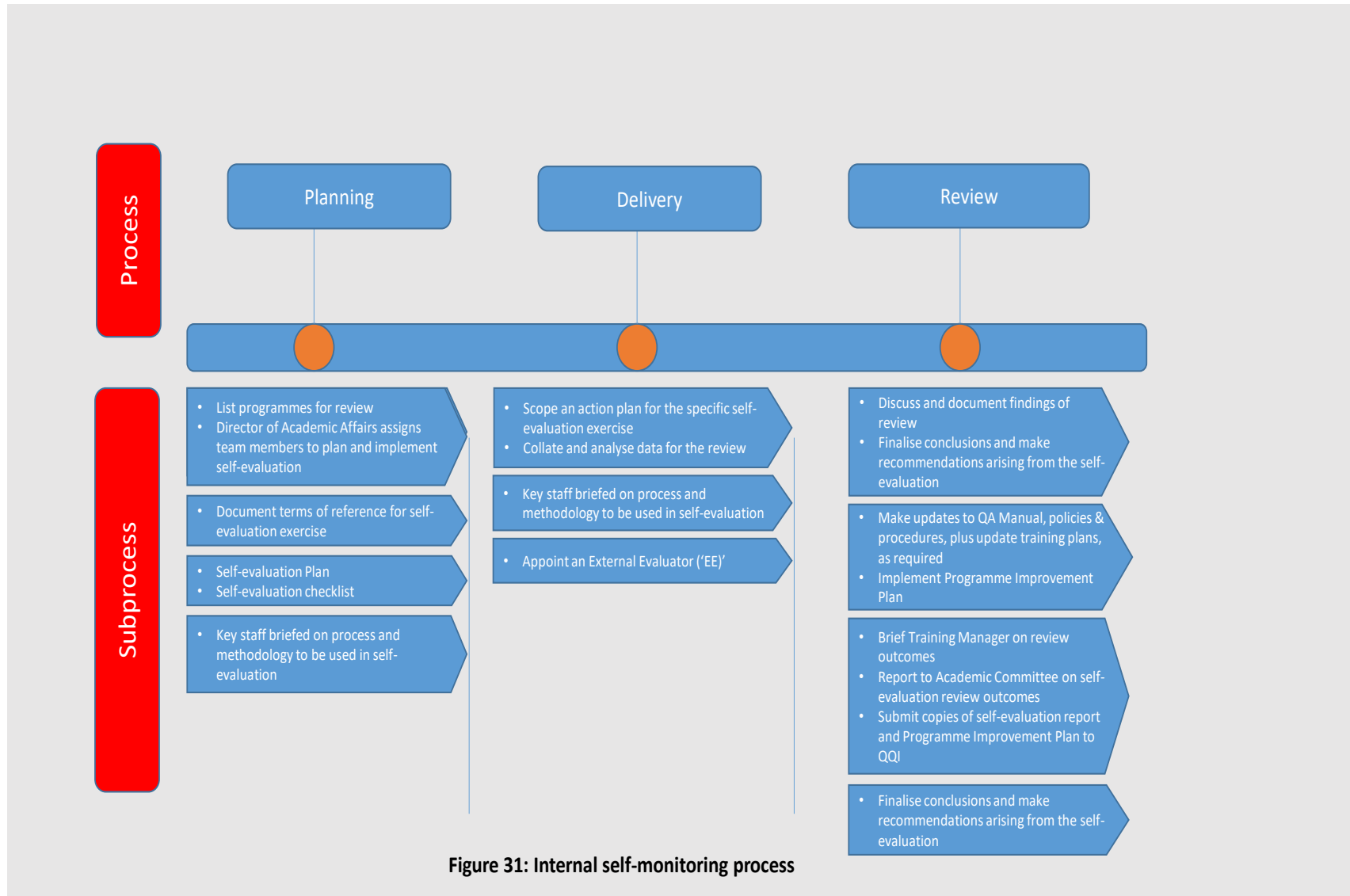


Figure 31: Internal self-monitoring process

### 15.3 External Evaluation

Self-evaluation also recognises the benefits gained from insights and reports by External Evaluators ('EE'). To ensure objectivity, the EE appointed must be knowledgeable in a range of the following areas:

- Subject area
- Workplace experience
- Application of QA systems in education and training
- Teaching experience.

The EE is independent of programme delivery and is expected to be objective in their recommendations for programme improvement and programme strengths.

### 15.4 Quality Enhancement

One of the key objectives of self-evaluation is to improve the overall quality of Chevron's services to learners and other stakeholders. In addition, benchmarking exercises also have a role in quality enhancement as they provide comparisons with other providers operating in the sector.



Figure 32 Benefits of Self-Evaluation Process

Chevron recognises that quality enhancement requires a separation of business management and academic decision-making within the organisation. Therefore, both the Academic Council and Management Board should own the Self-Evaluation process as part of their respective areas of governance. This helps to inform future actions and decision-making within Chevron by combining reviews at different organisational levels, as outlined in Figure 32 above.

Chevron recognises that quality enhancement works at a number of levels, as shown in Figure 33 overleaf:

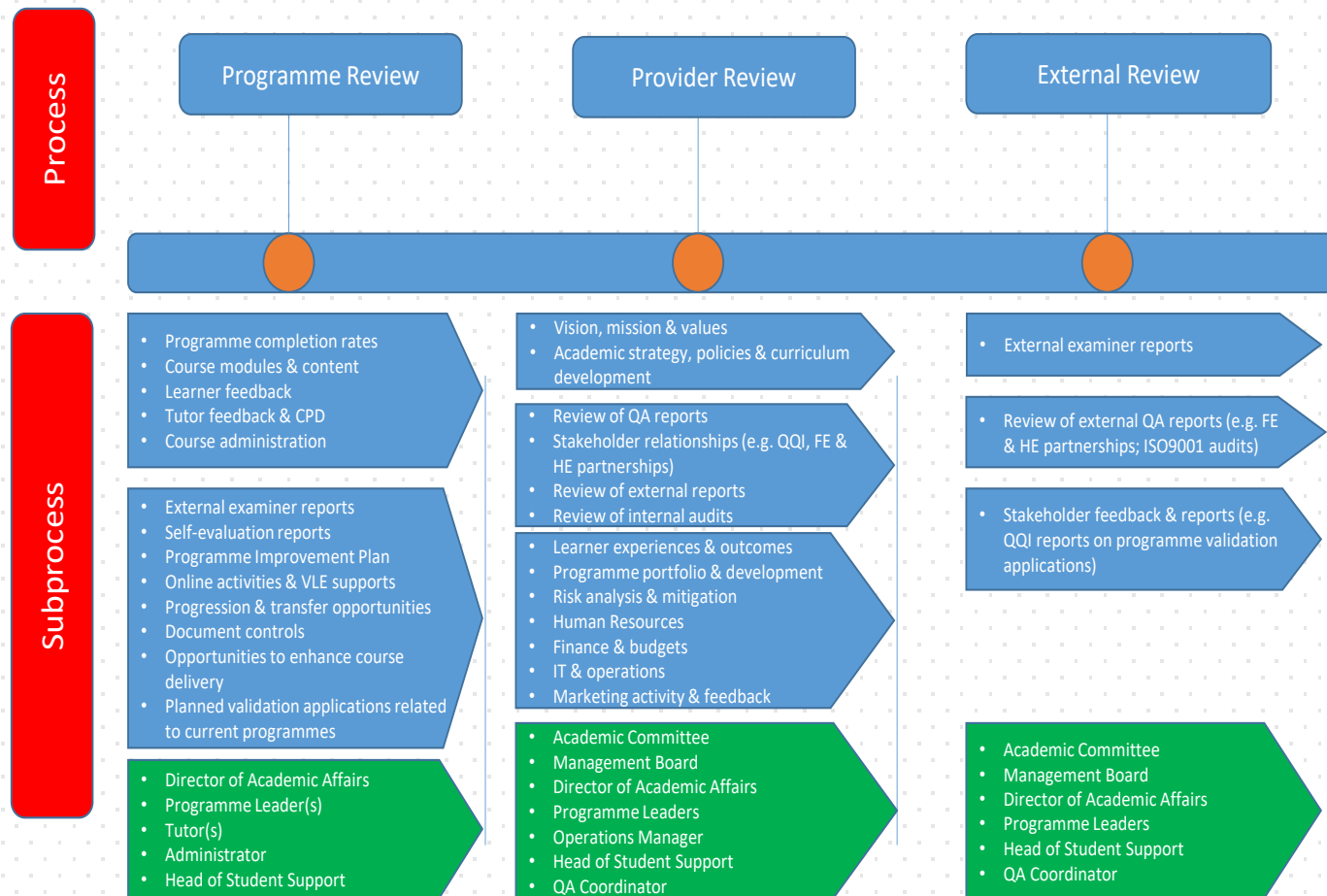


Figure 33: Programme, Provider & External Review Processes

## 16 List of Tables and Diagrams

Figure 1:	Management Board oversight of Chevron College work streams	13
Figure 2:	Academic Review responsibilities within Chevron	18
Figure 3:	PDCA approach to Programme Reviews	20
Figure 4:	Governance domains within Chevron	35
Figure 5:	Chevron College Corporate Governance Structure	37
Figure 6:	Chevron College Academic Governance Structure	38
Figure 7:	Chevron College Academic Council Structure	39
Figure 8:	Chevron's New Programme Development Model	52
Figure 9:	Chevron's New Programme Design & Development Process	63
Figure 10:	Overview of Programme Admission, Progression & RPL	67
Figure 11:	Programme Review Process	69
Figure 12:	Staff Recruitment Process	73
Figure 13:	Staff Training & Development Process	76
Figure 14:	Staff Communications Process	78
Figure 15:	Promoting a Learning Ethos	81
Figure 16:	Monitoring the Learner Experience	84
Figure 17:	Assessment Processes & Activities	88
Figure 18:	Assessment Planning	90
Figure 19:	Assessment Information for Learners	91
Figure 20:	Security of Assessment Process	92
Figure 21:	Reasonable Accommodation Process & Resources	96
Figure 22:	Consistency of Assessment	97



Figure 23:	Internal Verification (IV) Process	98
Figure 24:	External Authentication (EA) Process	100
Figure 25:	Assessment of HET Learners	109
Figure 26:	Recheck, Review and Appeals Process	127
Figure 27:	Review of Learner Supports	161
Figure 28:	Information types & formats	166
Figure 29:	MIS & Future Planning Process	170
Figure 30:	Approval of Public Information & Communications	174
Figure 31:	Internal Self-monitoring process	187
Figure 32:	Benefits of Self-Evaluation Process	188
Figure 33:	Programme, Provider & External Review Processes	188

## 17 List of Appendices

- A Academic Governance – Terms of Reference template
- B Corporate Governance & Management Board
- C Quality Monitoring Methods (QA Policy 2)
- D Learner Pathway
- E Monitoring Learning Environments
- F Learning Supports
- G Learner Disciplinary Policy
- H Data Protection & Office Security Policy
- I QAR Report ToC draft
- J Chevron College CO-CREATES TLA Strategy
- K New Academic Staff Induction Checklist
- L Academic Integrity Report Template
- M Research Ethics Policy

## 1 APPENDIX A: ACADEMIC GOVERNANCE – COMMITTEE TEMPLATES

The terms of reference for Chevron’s Academic Council and sub-committees will be developed using these templates:

### 1.1 CHEVRON COLLEGE – [INSERT COMMITTEE NAME] - TERMS OF REFERENCE

#### 1. Purpose

The [Insert Committee Name] acts as an ...

The [Insert Committee Name] is the ultimate authority on/reports to...

#### 2. Format

2.1 Membership of the [Insert Committee Name] will comprise:

Expand/Delete as appropriate

- (Chair)
- Staff members
- External members
- Learner representatives
- Representative of Chevron’s Quality Assurance (QA) team
- (Secretary)

2.2 The [insert name] will act as Chair of the committee and will represent it on.

2.3 The committee has the discretion to invite any person to attend its meetings to assist with the conduct of its business, including lecturers/tutors, student representatives, together with staff from Chevron’s administration, finance or sales areas.

#### 3. Terms of Office

The term of office for the independent members of the panel will be ...

#### 4. Terms of Reference

4.1 To ..... in relation to aspects of teaching and learning innovation, delivery or assessment within Chevron.

4.2 expand as appropriate

4.3.....

4.4 To receive a report on/report to.....

## **5. Conduct of meetings**

### *5.1 Frequency of meetings*

The committee is scheduled to meet quarterly, annually, ad-hoc year. The exact frequencies of meetings will depend on the volume and nature of business. Members of the committee may attend in person or by Zoom link, at the discretion of the Chair.

### *5.2 Quorum*

5.2.1 A quorum for the committee will be at least [insert number] members with at least [insert number] independent education professional member present.

5.2.2 In the event that he/she is unable to attend a meeting, a member of the committee may exceptionally arrange for a suitably qualified deputy to attend in their place, subject to the prior approval of the Chair.

### *5.3 Agenda and Minutes of Meetings*

5.3.1` The agenda is divided into three sections:

- a. Adoption of the agenda, minutes of the previous meeting and matters arising from these minutes;
- b. Policy and strategy issues; and
- c. Items for formal approval.

5.3.2 In advance of each meeting (and by a specified deadline), the members of the committee will be requested to notify the Secretary of any agenda items which they wish to have discussed at the meeting.

5.3.3 The Secretary will keep formal minutes of every meeting of the committee and will circulate these in draft form to all members prior to the next meeting.

5.3.4 The agenda item 'any other business' will be used only (a) to inform the meeting of agenda items which are proposed for the next following meeting or (b) to convey briefly other items of information of a factual nature.

### *5.4 Decision making*

(Amend as appropriate)

5.4.1 Where a motion has been put to the meeting, the Chair will ask the committee whether or not it assents, and the decision will normally be unanimous. Where there

appears to be a division of opinion, the Chair will call for a vote; such a vote may also be requested by any member. The results of voting will be counted and recorded by the Secretary.

5.4.2 It is open to any member to propose a motion demanding a secret ballot and this motion, if seconded, can be dealt with in the usual way.

5.4.3 The number of votes for and against a motion, and the number of abstentions, will be recorded in the Minutes of the committee.

5.4.4 If the votes for and against a proposal are equal, the Chair has an additional, casting vote as Chair.

5.4.5 All voting will be by majority vote, with all majority votes requiring the support of at least one independent education professional member to be carried.

5.4.6 The Chair of the committee is empowered to take action on behalf of the committee in any matter which in the Chair's opinion is either urgent (but not of sufficient importance to justify a Special Meeting of the committee) or non-contentious. The reasons and outcomes of such actions shall be the subject of a formal report by the Chair to the next committee meeting.

## **Chevron College**

### **Date (V?.)**

---

#### 1.1.1 SUB-COMMITTEE/PANEL TOR TEMPLATE

### **1. Purpose**

The [insert name of committee/panel] will be convened by Chevron's Director of Academic Affairs when....

### **2. Membership**

- (Chair)
- Programme staff concerned, and
- Other Chevron staff/external members.

### **3. Responsibilities**

3.1 To determine....on aspects of assessment within Chevron College:

3.2 expand/delete as appropriate

3.3 expand/delete as appropriate

3.5 Learners have a right of appeal to... following a judgement of the....

3.6 Any member of the committee/panel that has been involved in the prior decision of ... will not participate in this appeals process.

**Chevron College**

**Date (V??.?)**

## 1.2 AGENDA/MINUTES/PROGRAMME REVIEW TEMPLATES

---

### Academic Council

---

Meeting to be held:

At/via Zoom **INSERT LINK**

on DD Month 20XX at xx:xx am/pm

---

### Sample AGENDA

---

No.	Item
1	Welcome and introductions
2	Minutes of previous meeting
3	Matters arising:
4	Chair's Business:  <i>[Main items to be discussed at the meeting]</i>
5	Programme Update and Review  <i>[Insert name of scheduled programme(s) here]</i>  <ul style="list-style-type: none"> <li>• Programme Review Report</li> <li>• Module Engagement &amp; Results</li> <li>• Academic Integrity</li> <li>• Student Experience &amp; Feedback</li> <li>• External Examiner/ EA Report</li> <li>• Content updates and enhancements</li> <li>• Staff Development/CPD</li> </ul>
6	Other programmes  <ul style="list-style-type: none"> <li>• Tuition &amp; Support Resources</li> <li>• Curriculum Development</li> <li>• Staff Development</li> </ul>
7	Learner Experience & Feedback  <ul style="list-style-type: none"> <li>• Learner Feedback</li> </ul>

	<ul style="list-style-type: none"> <li>• Learner Complaints</li> <li>• Summary of decisions taken on learner refund request appeals</li> </ul>
8	<p>Sub-committee minutes:</p> <p><i>[Note/review sub-committee minutes from this quarter]</i></p> <ul style="list-style-type: none"> <li>• Research Ethics Committee</li> <li>• Appeals Board</li> <li>• Quality Policy &amp; Procedures Committee</li> <li>• Board of Examiners</li> <li>• Results Approval Panel (FET and HE)</li> <li>• Academic Misconduct Panel</li> <li>• Disciplinary Panel</li> </ul>
9	Any other business
10	Date of next meeting



**FE Programme Review****Programme Name (Award Code)****Meeting to be held:****on DAY DD Month YEAR at XX:XXam/pm****AGENDA**

<b>No.</b>	<b>Item</b>
1	Welcome and introductions
2	Minutes of previous meeting held on ...
3	Matters Arising:  •
4	Programme Content Updates and Enhancements.
5	Assessment Process and Turnitin
6	Completion rates and QQI national statistics
7	Review of Issues Log and Tutor/Assessor feedback
9	Learner experience & feedback:  • Learner supports  • Learner feedback  • Complaints
10	Any other business

***PL/Month/YEAR***

**FE programme review minutes****Programme Name (Award Code) - Programme Review**

**Sample Minutes of the Programme Review meeting held via Zoom/at, on Day  
XX Month YEAR at XX:XX hrs**

**Present:**

- (Chair)
- (Secretary)
- Tutors
- Assessors
- Programme Administrator
- Head of Student Support and/or Studies Advisor
- Dave Collins                      Director of Academic Affairs

**In attendance:**                      QA Project Team

**Apologies:**

**Matters Discussed:**

<b>No</b>	<b>Subject</b>	<b>Discussion</b>	<b>Action required:</b>
<b>1.YY</b>	<b>Welcome and introductions</b>	The Chair welcomed all participants to the meeting (explaining their role in the Programme Team etc.	
<b>2.YY</b>	<b>Minutes of previous meeting</b>	The minutes of the previous meeting <b>date</b> were reviewed and adopted (proposed; seconded).	
<b>3.YY</b>	<b>Matters</b>		

	<p><b>arising:</b></p> <p><b>Programme Improvement Plan (Minute)</b></p> <p><b>Webinars (Minute)</b></p> <p><b>Assessment Process and Turnitin (Minute)</b></p> <p><b>Work Placement (Minute)</b></p> <p><b>Discussion Forums (Minute)</b></p>	<p>MATTERS ARISING (Review of Actions from last meeting)</p> <p>Any actions arising from the previous meeting will be discussed here, if not already on the agenda.</p>	<p><b>Chair/All to Note etc</b></p>
<p><b>4.YY</b></p>	<p><b>Technical Support</b></p>	<p><b>Technical Abilities-</b> Review of queries are due to learners’ technical abilities when using the different platforms (LearnUpon, Turnitin). Support module/Tutorials etc.</p> <p><b>Technical Support Calls-</b></p>	

5.YY	<b>Expired Learners</b>	Review of Welcome/Reminder Emails/deadlines/ Extension Request Form etc.	
6.YY	<b>Programme content update and enhancements</b>		
7.20	<b>Completion rates and QQI national statistics</b>		
8.20	<b>Learner experience &amp; feedback</b>	<p>Detail on how/when feedback is collected</p> <p><b>Course updates</b> – Detailed on feedback from learners about different aspects of the modules/supports etc....</p> <p><b>Complaints</b> –Our ethos is to try and address issues informally at source.</p> <p>Any appeals about grades informal discussion any issues.</p>	
9.20	<b>Any other business</b>	Items not on the agenda either for information only or briefly outlined and to be further discussed at next meeting.	
10.2	<b>Date of Next</b>	Date TBC.	

<b>0</b>	<b>Meeting</b>		
----------	----------------	--	--

The meeting closed at **XX:XX** hrs.

**Minutes approved:** \_\_\_\_\_

**Date:** \_\_\_\_\_

---

**Chevron College**

**Academic Council**

---

**Report completed by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

---

**FE PROGRAMME UPDATE & REVIEW**

---

<b>Programme Name</b>	
<b>Programme Leader</b>	
<b>Tutors/ Assessors</b>	
<b>4.1</b>	<b><i>Teaching, Learning &amp; Assessment</i></b>
<b>Summary of Tutor/ Assessor training/ mentoring</b>	<b><i>Note: Please attach minutes of Programme Review meeting</i></b>
<b>Moderation Outcomes</b>	
<b>Programme Completion Rates</b>	

<b>EA Report</b>	
<b>Admissions Policy</b>	<i>Please note any changes:</i>
<b>4.2</b>	<i>Curriculum development</i>
<b>Review of Curriculum Strategy</b>	
<b>Course proposals</b>	
<b>4.3, 4.4</b>	<b><i>Quality Enhancement &amp; Student Experience</i></b>
<b>Learner Wellbeing &amp; Supports</b>	
<b>Learner Feedback</b>	
<b>Complaints</b>	

**Chevron College**

**HE Programme Review**

**Programme Name (Award Code) in collaboration with**

**Name of Collaborative Partner**

**Template for Minutes of the Programme Review meeting held via Zoom/at, on  
Day XX Month YEAR at XX:XX hrs**

**Present:**

(Chair)

Centre Leader (Collaborative Partner)

(Secretary)

Lecturers

Programme Administrator

Head of Student Support and/or Studies Advisor

College Librarian

Class Representative(s)

Dave Collins                      Director of Academic Affairs

**In attendance:**                      QA Project Team

**Apologies:**

**Matters Discussed:**

No	Subject	Discussion	Action required:
1.YY	<b>Welcome and introductions</b>	The Chair welcomed all participants to the meeting (explaining their role in the	



		Programme Team etc.	
<b>2.YY</b>	<b>Minutes of previous meeting</b>	The minutes of the previous meeting <b>date</b> were reviewed and adopted (proposed; seconded).	
<b>3.YY</b>	<b>Matters arising:</b>  <b>XXX (Minute)</b>  <b>XXX (Minute)</b>	MATTERS ARISING (Review of Actions from last meeting)  Any actions arising from the previous meeting will be discussed here, if not already on the agenda.	<b>Chair/All to Note etc</b>
<b>4.YY</b>	<b>Review of:</b>  <b>Module Engagement, Content, Delivery &amp; Distribution of Results</b>	<b>Module engagement:</b>  <b>Module content:</b>  <b>Module delivery:</b>	<b>Chair</b>

	<b>Class Rep Feedback</b>	<b>Distribution of Results:</b>  <i>(supporting docs to be attached)</i>	
<b>5.YY</b>	<b>Student Supports</b>	Review of Welcome email/Induction/ Reminder Emails/deadlines/ Extension Request Form Reasonable Accommodations etc.	
<b>6.YY</b>	<b>Programme content update and enhancements</b>		
<b>7.20</b>	<b>Student experience &amp; feedback</b>	Detail on how/when feedback is collected  <b>Course updates</b> – Detailed on feedback from learners about different aspects of the modules/supports etc....  <b>Complaints</b> –(Our ethos is to try and address issues informally at source. Any appeals about grades informal discussion any issues.)	
<b>9.20</b>	<b>Any other business</b>	Items not on the agenda either for information purposes only or briefly outlined and to be	

		further discussed at next meeting.	
<b>10.2 0</b>	<b>Date of Next Meeting</b>	Date TBC.	

The meeting closed at **XX:XX** hrs.

**Minutes approved:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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## Chevron College

### Academic Council

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Report completed by: \_\_\_\_\_ Date: \_\_\_\_\_

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#### HE PROGRAMME UPDATE & REVIEW

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<b>Programme Name</b>			
<b>Programme Leader</b>			
<b>Tutors</b>			
<b>4.1</b>	<i>Teaching, Learning &amp; Assessment</i>		
<b>Tutor Training</b>			
<b>Tutor Supervision</b>			
<b>Performance Reviews</b>	The last performance review of this programme was held in:	Wk:	Date:
	The next performance review will be held in:	Wk:	Date:
	Matters arising from performance review:		

	<b><i>Note: Please attach minutes of Programme Review meeting</i></b>
<b>Marking</b>	
<b>Programme Completion Rates</b>	
<b>EE Report</b>	
<b>Admission &amp; Exclusion of Learners</b>	
<b>4.2</b>	<b><i>Curriculum development</i></b>
<b>Review of Curriculum Strategy</b>	
<b>Course proposals</b>	
<b>4.3, 4.4</b>	<b><i>Quality Enhancement &amp; Student Experience</i></b>
<b>Learner Wellbeing &amp; Supports</b>	
<b>Learner Feedback</b>	
<b>Complaints</b>	

## 1.3 ACADEMIC GOVERNANCE SCHEDULE OF MEETINGS

**Academic Governance Schedule of Meetings 20XX/XX**

	Academic Council	Programme Board	Internal Exam Board	Board of Examiners	Results Approval Panel HE	Results Approval Panel FET	Research Ethics	Quality Policy & Procedures
September			Date:	Date:	Date:		Date:	Date:
October	Date:					Date:		Date:
November								Date:
December	Date:					Date:		Date:
January			Date:	Date:	Date:			Date:
February		Date:				Date:		Date:
March	Date:							Date:
April						Date:		Date:
May								Date:
June	Date:		Date:	Date:		Date:		Date:
July		Date:			Date:			Date:
August						Date:		Date:

I confirm that these meetings have been held during the academic year on the dates noted above:

Name: \_\_\_\_\_ QA Coordinator

Date: \_\_\_\_\_

**Academic Council Review Schedule 20XX/XX**

	October	December	March	June
Programme Board Report	BA ECCE	QQI Childcare/SNA L5	QQI Healthcare L5	MA ECCE
	BSc Health & Social Care	QQI Childcare/SNA L6	QQI Domestic BER	MBA
			QQI Domestic Solar PV	Springboard
Results Approval Panel Report HE	<i>(Provide dates for each HE programme)</i>		<i>(Provide dates for each HE programme)</i>	
Results Approval Panel Report FE	<i>(Provide dates for each Certification period)</i>	<i>(Provide dates for each Certification period)</i>	<i>(Provide dates for each Certification period)</i>	<i>(Provide dates for each Certification period)</i>
Academic Misconduct Panel Minutes	<i>(Panels convened as required)</i>	<i>(Panels convened as required)</i>	<i>(Panels convened as required)</i>	<i>(Panels convened as required)</i>
Appeals Board Minutes	<i>(Board convened as required)</i>	<i>(Board convened as required)</i>	<i>(Board convened as required)</i>	<i>(Board convened as required)</i>
Disciplinary Panel	<i>(Panels convened as required)</i>	<i>(Panels convened as required)</i>	<i>(Panels convened as required)</i>	<i>(Panels convened as required)</i>
Research Ethics Committee Annual Report and minutes	<i>(REC Annual Report of Research activities)</i> <i>Approval of learner assignment briefs</i>	<i>(REC/PREC convened as required)</i>	<i>(REC/PREC convened as required)</i>	<i>(REC/PREC convened as required)</i>
Quality Policy & Procedures Minutes	June July August September	October November	December January February	March April May

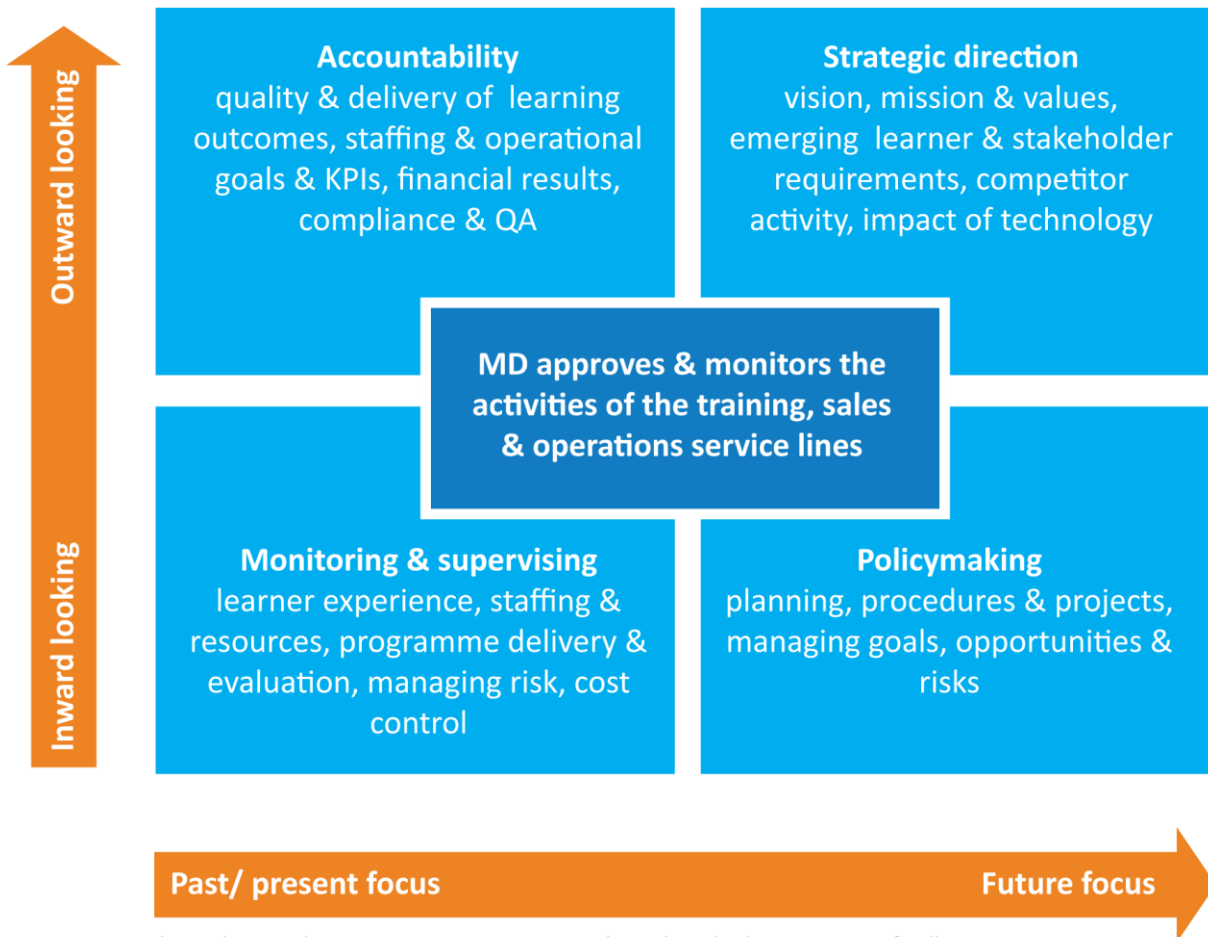
I confirm that these reports/minutes of these committees/panels have been reviewed/noted by the Academic Council on the dates above:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**QA Coordinator**

*Chevron College QA Manual\_v6\_April 2022*



(Based on Tricker, B Corporate Governance (2015), 3rd edition, OUP Oxford)








## 3 APPENDIX C QUALITY MONITORING METHODS (QA POLICY 2)

Methods used	Stakeholder types	Type of Monitoring	When?	Areas of Review
<b>Learner Surveys &amp; Feedback Forms</b>	Learners	Informal & Formal	Mid-course & End of course	<b>Quality of:</b> <ul style="list-style-type: none"> <li>• Tutor support &amp; assessment</li> <li>• Admin &amp; learner supports</li> <li>• VLE &amp; learning platforms</li> <li>• Course content &amp; documentation</li> <li>• Facilities (e.g. workshops)</li> </ul>
<b>Programme Board</b>	Director of Academic Affairs Programme Leader Lecturers/Tutors Learner Representative(s) QA & Student Services Programme Administrator	Formal	Mid-course &/or End of course	<b>Agenda items include:</b> <ul style="list-style-type: none"> <li>• Lecturer/Tutor &amp; learner feedback</li> <li>• Administration issues</li> <li>• Completion rates</li> <li>• External Examiner reports</li> <li>• Programme module content reviews</li> <li>• Review of self-evaluations</li> <li>• Programme improvement plans</li> <li>• Planned validation activity</li> <li>• Tutor CPD</li> <li>• PEL</li> <li>• Progression &amp; transfer</li> </ul>
<b>Day-to-day Learner Activities</b>	Director of Academic Affairs Lecturers/Tutors & Admin Head of Student Support & Studies Advisors	Informal	Ongoing	Programme content, delivery and day-to-day matters arising
<b>Key Stakeholder Feedback</b>	College President, Director of Academic Affairs, QA & Admin	Formal & Informal	Ongoing	Feedback from day-to-day activities and formal reports received from stakeholders: e.g. QQI, collaborative education partners (both HET and FET)

<b>Academic Council Meetings</b>	AC members, Director of Academic Affairs, QA	Formal	Quarterly	Academic oversight of Chevron’s teaching and learning activities: <ul style="list-style-type: none"> <li>• Academic policy and strategy</li> <li>• Teaching, learning &amp; assessment</li> <li>• Curriculum strategy</li> <li>• QA &amp; enhancement opportunities</li> <li>• Learner experience</li> <li>• Review of internal and external reports</li> <li>• Academic budget review</li> </ul>
<b>Management Board Meetings</b>	College President, Director of Academic Affairs, Sales & Marketing, Operations Finance & QA	Formal	Monthly	Management oversight of Chevron’s business activities: <ul style="list-style-type: none"> <li>• Progress against corporate goals</li> <li>• Financial review</li> <li>• Sales &amp; marketing</li> <li>• HR &amp; operations</li> <li>• QA &amp; opportunities for improvement</li> </ul>
<b>ISO9001:2015 audits</b>	External Auditors, Director of Academic Affairs Operations Finance & QA	Formal	Monthly/ Annually	<ul style="list-style-type: none"> <li>• Internal audit feedback &amp; opportunities for improvement</li> <li>• ISO9001 audit reports</li> <li>• Process improvement plans</li> </ul>

4 APPENDIX D: LEARNER PATHWAY

LEARNER PATHWAY		
<p><b>CONTACT</b></p>	<ul style="list-style-type: none"> <li>• Consultants take phone calls or follow-up email enquiries by phone/email</li> <li>• If by phone, then customer must confirm they have viewed T&amp;Cs on website</li> </ul>	
<p><b>PRE-REGISTRATION</b></p>	<ul style="list-style-type: none"> <li>• Phone call to check learner's current knowledge/desired learning outcomes</li> <li>• Free trial option (7 days) - does online suit them?</li> <li>• Qualify enquiries to check:                             <ul style="list-style-type: none"> <li>• IT skills (internet, email video call)</li> <li>• Prior learning/education</li> <li>• English language proficiency</li> </ul> </li> </ul>	
<p><b>REGISTRATION: SIGN-UP</b></p>	<ul style="list-style-type: none"> <li>• Collect learner's personal details</li> <li>• English test (if required)</li> <li>• Reconfirm:                             <ul style="list-style-type: none"> <li>• IT skills</li> <li>• Identify additional learning supports/apply for reasonable accommodations</li> <li>• Understand T&amp;Cs - refer to website: chevrontraining.ie</li> </ul> </li> </ul>	
<p><b>COURSE STUDY</b></p>	<ul style="list-style-type: none"> <li>• Issue access to course &amp; discussion forum</li> <li>• Induction phone call</li> <li>• Webinars, in-house exam, in-house skills days</li> <li>• Work placement and training</li> <li>• Exams, assessments, skills demos - learners must submit/participate</li> <li>• Exam and phone support</li> </ul>	
<p><b>CERTIFICATION &amp; AWARD</b></p>	<ul style="list-style-type: none"> <li>• Results issued per module</li> <li>• Certification on successful completion of target award</li> </ul>	

## 5 APPENDIX E: MONITORING LEARNING ENVIRONMENTS

**SIPOC Diagram –Virtual learning Environment (VLE)**

Suppliers	Inputs	Processes	Outputs	Customers
Who supplies the process inputs?	What inputs are required?	What are the major steps in the process?	What are the process outputs?	Who receives the outputs?
VLE platform provider (LearnUpon)	IT & web infrastructure System access Requests for VLE upgrades	Operate VLE platform Respond to Chevron queries & upgrade requests Fix bugs & release upgrades	24/7/365 support & backup VLE platform & support structures	Online learners Chevron admin, tutors, QA & management LearnUpon tech support
Course admin	Learner data & access to course modules	Create learner records Create learner access Monitor learner access	Learner access Learner tracking Learner engagement reports Respond to learner queries	Online learners Director of Academic Affairs & tutors
Course tutors	Access to course modules & assessments Learner supports	Upload content Edit content Release assessments	Online learning content Motivated & supported learners Creation of a learner community (social context of T&L)	Online learners Director of Academic Affairs
Director of Academic Affairs & QA	Chevron branding of VLE Employer training portals Course content (SCORM & TinCan-xAPI) QA content	Upload content Edit & format content Monitor T&L quality QA review of content	Online learners Learner engagement reports Evidence of quality content on VLE	Online learners Director of Academic Affairs & QA team Academic Council for oversight purposes
Programme Leaders	Course content (text Word & PDF, slidepacks, video & audio file links,	Upload content Edit content Monitor T&L quality QA of content	Oversight of T&L process QA review of VLE	Programme Board meetings Academic Council meetings Management Review meetings re: resource reports

**SIPOC Diagram –Discussion Forum**

Suppliers	Inputs	Processes	Outputs	Customers
Who supplies the process inputs?	What inputs are required?	What are the major steps in the process?	What are the process outputs?	Who receives the outputs?
Discussion forum platform provider	<ul style="list-style-type: none"> <li>-IT &amp; web infrastructure</li> <li>-System access</li> </ul>	<ul style="list-style-type: none"> <li>-Access to online discussion forum</li> </ul>	<ul style="list-style-type: none"> <li>-Creation of an online learning community</li> <li>-Evidence of learner engagement</li> <li>-System reports</li> <li>-Moderation actions by tutor</li> </ul>	<ul style="list-style-type: none"> <li>- Module tutors</li> <li>-Online learners' discussion</li> <li>-Online learners' feedback</li> <li>-Tutor feedback to Programme Reviews</li> <li>-Director of Academic Affairs &amp; QA reports</li> </ul>
Course tutor	<ul style="list-style-type: none"> <li>-Tutor sets questions based on course content &amp; learning outcomes</li> <li>-Policies re: online etiquette &amp; cyber bullying</li> </ul>	<ul style="list-style-type: none"> <li>-Review course content</li> <li>-Learners engage &amp; respond to tasks, questions &amp; discussion points</li> </ul>	<ul style="list-style-type: none"> <li>-Learners exchange views on course content with each other</li> <li>-Learners review/respond individually to online discussion points</li> <li>-Learner feedback</li> <li>-Formative assessments</li> <li>-Warning re: policy breaches re: course etiquette</li> </ul>	<ul style="list-style-type: none"> <li>-Module tutors</li> <li>-Programme Leaders &amp; Director of Academic Affairs</li> </ul>

**SIPOC Diagram - Work Placements**

Suppliers	Inputs	Processes	Outputs	Customers
Who supplies the process inputs?	What inputs are required?	What are the major steps in the process?	What are the process outputs?	Who receives the outputs?
Programme Leaders Director of Academic Affairs & QA team	-Academic Council guidance  -Design of WP documentation  -WP policy  -Learner Handbook	-Design & source content	-Course induction process  -Study skills training  -QA insights	-Online learners  -Tuition teams  -Programme Leaders
Programme Leaders Tutor	-Tutor guidance on WP process	-Monitor learner progress	-WP reports  -Data for award certification	-Learners  -QQI  -Programme Review teams
VLE platform	-WP documentation	-Access to Learner Handbook  -Access to WP documentation	-Learners access WP supports	-Learners
Learner	-Learner sources WP provider	-Participates in WP  -Engages in reflective practice	-Feedback	-Programme Leaders  -Tutor  -Programme Review team
WP supervisor	-WP documentation	-Supervisor briefed on WP requirements	-Completed WP report  -Feedback to tutor	-Programme Leaders  -Tutor  -Programme Review team

**SIPOC Diagram -Webinars (including live lectures)**

Suppliers	Inputs	Processes	Outputs	Customers
Who supplies the process inputs?	What inputs are required?	What are the major steps in the process?	What are the process outputs?	Who receives the outputs?
Tuition team	Webinar content  Programme of webinar events  Reviews of learner feedback  Tutor feedback re: T&L experience  Academic Council & Programme Board feedback to Director of Academic Affairs	Design & source content	Course induction process  Study skills training  QA insights	Online learners  Tuition teams

**SIPOC Diagram - Workshops and live lectures**

Suppliers	Inputs	Processes	Outputs	Customers
Who supplies the process inputs?	What inputs are required?	What are the major steps in the process?	What are the process outputs?	Who receives the outputs?
Director of Academic Affairs/QA team	<ul style="list-style-type: none"> <li>Programme design &amp; validation process</li> </ul>	<ul style="list-style-type: none"> <li>Review QQI module component</li> <li>Study QQI validation pack</li> </ul>	<ul style="list-style-type: none"> <li>Guidance on workshops</li> </ul>	<ul style="list-style-type: none"> <li>Tutors</li> <li>QA team</li> <li>Programme Review teams</li> </ul>
Tuition team	<ul style="list-style-type: none"> <li>Schedule of workshops/live events</li> <li>Venue booking</li> <li>Venue QA checklist</li> <li>Webinar content</li> <li>Academic Council &amp; Programme Review meeting feedback to Director of Academic Affairs</li> </ul>	<ul style="list-style-type: none"> <li>Tutor plans live event</li> <li>Design &amp; source content</li> </ul>	<ul style="list-style-type: none"> <li>Course induction process</li> <li>Study skills training</li> <li>QA insights</li> </ul>	<ul style="list-style-type: none"> <li>Online learners</li> <li>Tuition teams</li> </ul>

**SIPOC DIAGRAM Asynchronous Learning**

Suppliers	Inputs	Processes	Outputs	Customers
Who supplies the process inputs?	What inputs are required?	What are the major steps in the process?	What are the process outputs?	Who receives the outputs?
Programme development team	<ul style="list-style-type: none"> <li>• Programme design &amp; validation specification</li> <li>• Learning theories</li> <li>• Academic content</li> <li>• Academic Council guidance to tuition teams</li> </ul>	<ul style="list-style-type: none"> <li>• Design &amp; source content</li> <li>• Study QQI validation pack</li> <li>• Upload content on VLE</li> </ul>	<ul style="list-style-type: none"> <li>• Content available on VLE</li> </ul>	<ul style="list-style-type: none"> <li>• Tutors</li> <li>• QA team</li> <li>• Programme Review teams</li> </ul>
Tuition team	<ul style="list-style-type: none"> <li>• Course content on VLE</li> <li>• 'Learner Pathway' model</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor plans asynchronous learning for course</li> <li>• Learner interactions with tutors &amp; content on VLE</li> </ul>	<ul style="list-style-type: none"> <li>• Course induction process</li> <li>• Study skills training</li> <li>• QA insights</li> </ul>	<ul style="list-style-type: none"> <li>• Online learners</li> <li>• Tuition team</li> <li>• Programme Review teams</li> <li>• QA teams</li> </ul>



## 6 APPENDIX F: LEARNING SUPPORTS

**SIPOC Diagram – Classroom-based learning supports**

Suppliers	Inputs	Processes	Outputs	Customers
Who supplies the process inputs?	What inputs are required?	What are the major steps in the process?	What are the process outputs?	Who receives the outputs?
Course tutors	<ul style="list-style-type: none"> <li>• Identification of suitable training venues</li> <li>• Course content in format suitable for classroom delivery</li> <li>• QQI validation pack</li> <li>• Tutor Handbook</li> <li>• Venue Checklist</li> <li>• Learner surveys/feedback forms</li> <li>• Tutor feedback</li> <li>• Programme Review meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Review QQI validation pack</li> <li>• Review Venue Checklist</li> <li>• Design classroom layout &amp; checking IT supports</li> <li>• Face-to-face (F2F) contacts: tutors&lt;&gt;learners</li> </ul>	<ul style="list-style-type: none"> <li>• Completed module components</li> <li>• Achievement of Learning Outcomes</li> <li>• Learner feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom learners</li> <li>• Director of Academic Affairs</li> <li>• Programme Review teams</li> <li>• Academic Council</li> <li>• QQI as awarding body</li> </ul>
Admin team	<ul style="list-style-type: none"> <li>• Sourcing course content</li> <li>• Checks stationery requirements with tutor/Director of Academic Affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Sources stationery</li> <li>• Compiles course content in binders</li> <li>• Prepares course admin docs</li> </ul>	<ul style="list-style-type: none"> <li>• Course content (hard copy in binders)</li> <li>• Admin forms</li> </ul>	<ul style="list-style-type: none"> <li>• Tutors</li> <li>• Director of Academic Affairs</li> </ul>
Director of Academic Affairs	<ul style="list-style-type: none"> <li>• Assigns tutor to classroom training</li> </ul>	<ul style="list-style-type: none"> <li>• Monitors T&amp;L quality</li> <li>• Monitors QA review of classroom content</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of quality content in classroom delivery</li> <li>• Tutor feedback</li> <li>• Learner feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Programme Review teams</li> <li>• QA team</li> <li>• Academic Council for oversight purposes</li> </ul>

**SIPOC Diagram – Work-based learning supports**

Suppliers	Inputs	Processes	Outputs	Customers
Who supplies the process inputs?	What inputs are required?	What are the major steps in the process?	What are the process outputs?	Who receives the outputs?
Course tutors	<ul style="list-style-type: none"> <li>Identify training requirements</li> <li>QQI validation pack</li> <li>Tutor Handbook</li> <li>Learner surveys &amp; feedback</li> <li>Programme Review meetings</li> </ul>	<ul style="list-style-type: none"> <li>Liaison with sponsoring employer HR/training coordinator</li> <li>Identify learner cohorts</li> <li>Review QQI validation pack</li> <li>Develop training plans</li> <li>Identify learning blend</li> <li>Develop training content</li> </ul>	<ul style="list-style-type: none"> <li>Work-based training supports</li> <li>Creation of a work-based learning community</li> <li>Evidence of learner engagement in work-based learning</li> </ul>	<ul style="list-style-type: none"> <li>Work-based learners</li> <li>Learners' feedback</li> <li>Tutor feedback to Programme Reviews</li> <li>Director of Academic Affairs &amp; QA monitoring</li> </ul>
Admin team	<ul style="list-style-type: none"> <li>Identify any admin requirements re: work-based learning supports</li> </ul>	<ul style="list-style-type: none"> <li>Compile work-based support training materials</li> </ul>	<ul style="list-style-type: none"> <li>Work-based training supports</li> </ul>	<ul style="list-style-type: none"> <li>Module tutors</li> <li>Programme Leaders &amp; Director of Academic Affairs</li> </ul>
Director of Academic affairs	<ul style="list-style-type: none"> <li>Relationships with &amp; feedback from major employers in relevant training sectors</li> </ul>	<ul style="list-style-type: none"> <li>Liaison with sponsoring employer HR/training coordinator</li> <li>Tutor briefings</li> </ul>	<ul style="list-style-type: none"> <li>Employer feedback</li> <li>Tutor feedback</li> <li>Learner feedback</li> </ul>	<ul style="list-style-type: none"> <li>Programme Review meetings</li> <li>Academic Council reviews</li> </ul>

**SIPOC Diagram – E Learning & Blended Learning Support**

Suppliers	Inputs	Processes	Outputs	Customers
Who supplies the process inputs?	What inputs are required?	What are the major steps in the process?	What are the process outputs?	Who receives the outputs?
Tutor	<ul style="list-style-type: none"> <li>• QQI validation pack</li> <li>• QQI guidance on Blended Learning</li> <li>• Tutor Handbook</li> <li>• Learner Handbook</li> <li>• Learner surveys &amp; feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Design solutions to meet T&amp;L support brief</li> <li>• Review Learning Outcomes &amp; QQI validation</li> <li>• Refer to instructional design &amp; teaching methods</li> <li>• Support critical thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• E-learning &amp; BL supports</li> <li>• Creation of an online learning community</li> <li>• Evidence of learner engagement in online supports (e.g. system reports; tutor feedback)</li> </ul>	<ul style="list-style-type: none"> <li>• Online learners</li> <li>• Programme Review teams</li> </ul>
VLE environment	<ul style="list-style-type: none"> <li>• Web resources (LMS, webinar software, online discussion forum)</li> <li>• Instructional design tools &amp; learning methodologies</li> </ul>	<ul style="list-style-type: none"> <li>• Review web resources</li> <li>• Design solutions to meet T&amp;L support brief</li> <li>• Design online group working</li> </ul>	<ul style="list-style-type: none"> <li>• Learners access online supports</li> <li>• Study skills training</li> </ul>	<ul style="list-style-type: none"> <li>• Online learners</li> <li>• Tutors</li> <li>• Director of Academic Affairs/QA team</li> </ul>
Director of Academic Affairs & QA team	<ul style="list-style-type: none"> <li>• Academic Council guidance</li> <li>• Learner Handbook</li> </ul>	<ul style="list-style-type: none"> <li>• QA review of e-learning &amp; BL supports</li> </ul>	<ul style="list-style-type: none"> <li>• Course induction process</li> <li>• QA insights</li> </ul>	<ul style="list-style-type: none"> <li>• Online learners</li> <li>• Tuition teams</li> <li>• Programme Review teams</li> </ul>

### SIPOC Diagram – Formative Assessments

Suppliers	Inputs	Processes	Outputs	Customers
Who supplies the process inputs?	What inputs are required?	What are the major steps in the process?	What are the process outputs?	Who receives the outputs?
Tutor	<ul style="list-style-type: none"> <li>Academic Council guidance</li> <li>Learner Handbook</li> <li>Learner feedback</li> <li>Tutor feedback re: T&amp;L experience</li> <li>Induction event</li> </ul>	<ul style="list-style-type: none"> <li>Design assessment brief (e.g. case studies &amp; questions)</li> <li>Upload to VLE</li> <li>Design marking scheme</li> <li>Review &amp; design approaches to assessment feedback</li> </ul>	<ul style="list-style-type: none"> <li>Course induction process</li> <li>Assessment feedback from tutor to learners</li> <li>T&amp;L insights &amp; guidance to learners</li> <li>QA insights</li> </ul>	<ul style="list-style-type: none"> <li>Online learners</li> <li>Tuition teams</li> <li>Director of Academic Affairs &amp; QA team</li> <li>Programme Review teams</li> </ul>

### SIPOC Diagram – Tutor Support & Mentoring

Suppliers	Inputs	Processes	Outputs	Customers
Who supplies the process inputs?	What inputs are required?	What are the major steps in the process?	What are the process outputs?	Who receives the outputs?
Tutor	<ul style="list-style-type: none"> <li>Academic Council guidance</li> <li>QQI validation pack</li> <li>Learner Handbook</li> <li>Tutor Handbook</li> <li>Learner feedback</li> <li>Tutor feedback re: T&amp;L experience</li> <li>Induction event</li> </ul>	<ul style="list-style-type: none"> <li>Review T&amp;L strategy &amp; methods to be used in course delivery</li> <li>Refer to QQI validation pack</li> <li>1-to-1 support to learners</li> <li>Coaching in study skills</li> <li>Learner supports, e.g. critical thinking skills</li> <li>Assessment feedback (e.g. formative assessment feedback)</li> </ul>	<ul style="list-style-type: none"> <li>Course induction process</li> <li>Guidance to learners on course content &amp; assessment</li> <li>Feedback from tutor to learners</li> <li>T&amp;L insights</li> <li>QA insights</li> </ul>	<ul style="list-style-type: none"> <li>Learners</li> <li>Director of Academic Affairs &amp; QA team</li> <li>Programme Review teams</li> </ul>

**SIPOC Diagram – Workshops & Field Trips**

Suppliers	Inputs	Processes	Outputs	Customers
Who supplies the process inputs?	What inputs are required?	What are the major steps in the process?	What are the process outputs?	Who receives the outputs?
Tuition team	<ul style="list-style-type: none"> <li>Schedule of workshops &amp; field trips</li> <li>Venue booking</li> <li>Venue QA checklist</li> <li>Webinar content</li> <li>Programme design</li> <li>QQI validation pack</li> <li>Academic Council &amp; Programme Review feedback to Director of Academic Affairs</li> </ul>	<ul style="list-style-type: none"> <li>Tutor plans live event</li> <li>Design &amp; source content</li> <li>Review QQI module component</li> <li>Study QQI validation pack</li> <li>Group discussions</li> <li>Practical skills demonstrations</li> <li>Simulation activities</li> <li>Responding to Case Studies &amp; 'problem scenarios'</li> </ul>	<ul style="list-style-type: none"> <li>Guidance on workshops/field trips within induction process</li> <li>Practical skills training</li> <li>QA insights</li> <li>Feedback from tutor to learners</li> <li>Learner skills &amp; knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Learners</li> <li>Programme Review teams</li> <li>QQI as awarding body</li> </ul>
Director of Academic Affairs/QA team	<ul style="list-style-type: none"> <li>Programme design</li> <li>QQI validation pack</li> </ul>	<ul style="list-style-type: none"> <li>Review QQI module component</li> <li>Study QQI validation pack</li> </ul>	<ul style="list-style-type: none"> <li>T&amp;L insights</li> <li>QA insights</li> </ul>	<ul style="list-style-type: none"> <li>Learners</li> <li>Tutors</li> <li>QA team</li> <li>Programme Review teams</li> <li>Academic Council</li> </ul>

**SIPOC Diagram Online Discussion Forum**

Suppliers	Inputs	Processes	Outputs	Customers
Who supplies the process inputs?	What inputs are required?	What are the major steps in the process?	What are the process outputs?	Who receives the outputs?
Online forum & IT supports	<ul style="list-style-type: none"> <li>Online discussion forum</li> </ul>	<ul style="list-style-type: none"> <li>Content available via online forum</li> </ul>	<ul style="list-style-type: none"> <li>Learners' interactions with forum</li> <li>System reports</li> </ul>	<ul style="list-style-type: none"> <li>Learners</li> <li>Tutors</li> <li>Programme Review teams</li> </ul>
Tuition team	<ul style="list-style-type: none"> <li>Tuition content, e.g. case study &amp; questions</li> <li>Programme design &amp; QQI validation specification</li> <li>Learning theories &amp; insights</li> <li>Academic content</li> </ul>	<ul style="list-style-type: none"> <li>Study QQI validation pack</li> <li>Design &amp; source content</li> <li>Upload content on VLE</li> <li>Review of learner responses to forum &amp; peer group interactions</li> </ul>	<ul style="list-style-type: none"> <li>Ideas for course induction process</li> <li>Ideas for study skills training</li> <li>QA insights</li> </ul>	<ul style="list-style-type: none"> <li>Online learners</li> <li>Tuition team</li> <li>Programme Review teams</li> <li>QA teams</li> </ul>
Learners	<ul style="list-style-type: none"> <li>Postings on forum</li> </ul>	<ul style="list-style-type: none"> <li>Engagement with forum content</li> <li>Peer-to-peer learning</li> <li>Learner interactions with forum</li> </ul>	<ul style="list-style-type: none"> <li>Response to forum content</li> <li>Responses to peer comments</li> </ul>	<ul style="list-style-type: none"> <li>Tutors</li> <li>Programme Review teams</li> </ul>
Director of Academic Affairs/QA team	<ul style="list-style-type: none"> <li>Online policies</li> <li>Academic guidance to tuition teams</li> </ul>	<ul style="list-style-type: none"> <li>Reviewing tutor &amp; learner feedback</li> </ul>	<ul style="list-style-type: none"> <li>QA insights</li> </ul>	<ul style="list-style-type: none"> <li>Programme Review teams</li> <li>Academic Council</li> </ul>

**SIPOC Diagram – Webinars**

Suppliers	Inputs	Processes	Outputs	Customers
Who supplies the process inputs?	What inputs are required?	What are the major steps in the process?	What are the process outputs?	Who receives the outputs?
Webinar platform & IT supports	<ul style="list-style-type: none"> <li>Access to webinar platform</li> </ul>	<ul style="list-style-type: none"> <li>Webinar hosting</li> </ul>	<ul style="list-style-type: none"> <li>Live &amp; recorded webinars</li> </ul>	<ul style="list-style-type: none"> <li>Learners</li> <li>Tutors</li> </ul>
Tutors	<ul style="list-style-type: none"> <li>Webinar content</li> <li>Programme design &amp; QQI validation specification</li> <li>Learning theories &amp; insights</li> <li>Academic content</li> </ul>	<ul style="list-style-type: none"> <li>Study QQI validation pack</li> <li>Design &amp; source webinar content</li> <li>Webinar set-up</li> </ul>	<ul style="list-style-type: none"> <li>Ideas for future webinar content</li> <li>Inputs to induction &amp; study skills training</li> <li>QA insights &amp; feedback</li> </ul>	<ul style="list-style-type: none"> <li>Online learners</li> <li>Tuition team</li> <li>Programme Review teams</li> <li>QA teams</li> </ul>
Learners	<ul style="list-style-type: none"> <li>Register for webinar</li> </ul>	<ul style="list-style-type: none"> <li>Log-in to access webinar</li> <li>Peer-to-peer learning</li> <li>Learner &lt;&gt; tutor interactions</li> </ul>	<ul style="list-style-type: none"> <li>Webinar interactions</li> <li>Applying new knowledge &amp; skills in engaging with course content &amp; assessments</li> <li>Learner feedback</li> </ul>	<ul style="list-style-type: none"> <li>Tutors</li> <li>Learners</li> <li>Programme Review teams</li> </ul>
Director of Academic Affairs/QA team	<ul style="list-style-type: none"> <li>Online policies</li> <li>Academic guidance to tuition teams</li> </ul>	<ul style="list-style-type: none"> <li>Reviewing tutor &amp; learner feedback</li> </ul>	<ul style="list-style-type: none"> <li>QA insights</li> </ul>	<ul style="list-style-type: none"> <li>Programme Review teams</li> <li>Academic Council</li> </ul>

**SIPOC Diagram – e-Library**

Suppliers	Inputs	Processes	Outputs	Customers
Who supplies the process inputs?	What inputs are required?	What are the major steps in the process?	What are the process outputs?	Who receives the outputs?
E-learning partners & IT supports	<ul style="list-style-type: none"> <li>• Access to eLibrary</li> <li>• VLE platform</li> </ul>	<ul style="list-style-type: none"> <li>• Log-in by learners</li> <li>• Searching content</li> </ul>	<ul style="list-style-type: none"> <li>• Library content (e-books, journal articles, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Learners</li> <li>• Tutors</li> </ul>
Tutors	<ul style="list-style-type: none"> <li>• Programme reading lists</li> <li>• Learning theories &amp; insights</li> </ul>	<ul style="list-style-type: none"> <li>• Researching online content</li> </ul>	<ul style="list-style-type: none"> <li>• Study guidance</li> <li>• Reading lists</li> <li>• Inputs to induction &amp; study skills</li> </ul>	<ul style="list-style-type: none"> <li>• Online learners</li> <li>• Tuition team</li> <li>• Programme Review teams</li> <li>• QA teams</li> </ul>
Learners	<ul style="list-style-type: none"> <li>• Register on VLE/eLibrary</li> </ul>	<ul style="list-style-type: none"> <li>• Log-in to access library portal</li> <li>• Searching catalogue &amp; databases</li> </ul>	<ul style="list-style-type: none"> <li>• New knowledge &amp; skills to support course content &amp; assessments</li> <li>• Learner feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Tutors</li> <li>• Learners</li> <li>• Programme Review teams</li> </ul>
Director of Academic Affairs/QA team	<ul style="list-style-type: none"> <li>• Online policies</li> <li>• Academic guidance to tuition teams</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewing tutor &amp; learner feedback</li> </ul>	<ul style="list-style-type: none"> <li>• QA insights</li> </ul>	<ul style="list-style-type: none"> <li>• Programme Review teams</li> <li>• Academic Council</li> </ul>



**SIPOC Diagram – Pastoral Care & Counselling Supports**

Suppliers	Inputs	Processes	Outputs	Customers
Who supplies the process inputs?	What inputs are required?	What are the major steps in the process?	What are the process outputs?	Who receives the outputs?
Admin team	<ul style="list-style-type: none"> <li>Operate Garda Vetting link</li> <li>Programme &amp; learner handbooks</li> </ul>	<ul style="list-style-type: none"> <li>Processing vetting applications</li> <li>Update support info &amp; contact emails in handbooks</li> </ul>	<ul style="list-style-type: none"> <li>Garda vetting letters</li> <li>Programme &amp; learner handbooks</li> </ul>	<ul style="list-style-type: none"> <li>Learners</li> <li>Tutors</li> <li>Support service providers</li> </ul>
Tutors	<ul style="list-style-type: none"> <li>Programme reading lists</li> <li>Learning theories &amp; insights</li> <li>Induction process</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring &amp; supporting learner engagement</li> <li>Directing learners towards support links &amp; contacts</li> </ul>	<ul style="list-style-type: none"> <li>Effective supports for all learners</li> <li>Tutor feedback</li> </ul>	<ul style="list-style-type: none"> <li>Learners</li> <li>Support service providers</li> </ul>
Learners	<ul style="list-style-type: none"> <li>Awareness of supports (e.g. programme handbooks)</li> </ul>	<ul style="list-style-type: none"> <li>Log-in to access library portal</li> <li>Searching catalogue &amp; databases</li> </ul>	<ul style="list-style-type: none"> <li>New knowledge &amp; skills to support course content &amp; assessments</li> <li>Learner feedback</li> </ul>	<ul style="list-style-type: none"> <li>Tutors</li> <li>Learners</li> <li>Programme Review teams</li> </ul>
Director of Academic Affairs/QA team	<ul style="list-style-type: none"> <li>Online policies</li> <li>Academic guidance to tuition teams</li> </ul>	<ul style="list-style-type: none"> <li>Reviewing tutor &amp; learner feedback</li> </ul>	<ul style="list-style-type: none"> <li>QA insights</li> </ul>	<ul style="list-style-type: none"> <li>Programme Review teams</li> <li>Academic Council</li> <li>Management Reviews</li> </ul>

## 7 APPENDIX G: DISCIPLINARY POLICY

### 7.1 PURPOSE

At Chevron College, we are committed to delivering our programmes of education and training and related services in a manner that accommodates diversity, combats discrimination and empowers our learners. Our overarching goal is to engage our learners as partners in their education, creating a friendly, supportive, flexible and motivating environment, where individuals are treated with respect and a sense of community prevails.

The Learner Disciplinary Policy reflects Chevron's commitment to ensure that any failure by a learner to comply with the standard of conduct expected by the college will be treated fairly, impartially, transparently effectively and in a timely manner. Where the matter cannot be resolved informally, this policy will set out the formal procedures under which an alleged breach of conduct by a learner is managed by Chevron College and any disciplinary actions are made.

### 7.2 SCOPE

The Disciplinary Policy applies to all learners who are enrolled at Chevron College and in relation to any activity associated with the College. This includes learners who are on work experience as part of their programme of study.

By registering on a programme at Chevron College, learners agree to abide by the regulations of the College, including those related to conduct.

This policy will address general misconduct. Academic misconduct will be handled under Chevron's Academic Integrity Policy.

### 7.3 STANDARDS OF BEHAVIOUR AND PROFESSIONAL CONDUCT

Learners at Chevron College are expected to treat others with courtesy and respect and to behave in a way that does not cause risk or distress to any member of the College community, hinder the operations of the College or damage to its reputation.

Chevron College is committed to providing a safe, inclusive, supportive and positive learning experience for all its learners. Any form of discrimination or harassment on the basis of gender, civil or marital status, family/parental status, disability, race or ethnicity, sexual orientation, age, religion or membership of the Traveller community will not be tolerated.

Learners are expected to familiarise themselves with the policies and procedures of Chevron College in order to understand their obligations in respect to their programme of study and the standard of behaviour required of them.

Chevron understands that online communication may sometimes create barriers that do not exist in face-to-face classroom settings. The College has clear policies on online engagement, which include guidelines on netiquette in online classrooms and discussion forums. These policies are designed to enable and support successful communication between Chevron's staff and learners, so that the College's online learning channels are used to their full potential and deliver a high-quality learning experience.

#### 7.4 BREACH OF CONDUCT

All allegations of misconduct at Chevron College are dealt with on a case-by-case basis. Where possible, minor general misconduct should be resolved informally and promptly within a learner's programme of study. Serious misconduct must be referred to the Director of Academic Affairs.

In the case of alleged or suspected serious misconduct, the Director of Academic Affairs reserves the right to immediately suspend the learner, pending an investigation of the matter (where same is deemed appropriate) or pending a disciplinary or appeal hearing.

Learners are advised that Chevron College will report any unlawful behaviour to the Gardaí.

It is anticipated that learners will co-operate fully with any disciplinary procedure arising from this policy. A lack of co-operation by a learner will not prevent Chevron from processing a complaint or disciplinary issue to its conclusion.

Chevron reserves the right not to act on an allegation that the college considers vexatious, spurious, or malicious or where it is made anonymously.

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##### 7.4.1 MINOR OFFENCES

Examples of minor breaches of college regulations relating to student behaviour and attitudes include but are not limited to:

- Use of abusive language.
- Disruption of the learning experience.

The first instance of a lack of courtesy between learners, or between staff and learners, should be dealt with quickly by the staff member most closely concerned. The learner

should be reminded of the expectations of the college and advised that a repetition or escalation of the behaviour may lead to a formal warning.

Where an informal attempt to resolve the matter has been unsuccessful, a complaint will be made to the Programme Leader.

The Programme Leader will advise the learner in writing that their alleged behaviour is giving cause for concern and invite them to attend a meeting (virtual or otherwise) to discuss the matter and any supports that could be provided.

If the Programme Leader judges that the matter is a minor incident and the learner accepts responsibility and agrees not to repeat the behaviour, the case is closed.

If the Programme Leader judges that the matter warrants a penalty such as a temporary suspension from participating in a course discussion forum, or is a repeat offence, a formal warning will be issued to the learner.

Should this meeting fail to result in an agreed outcome, the Programme Leader will refer the matter to the Director of Academic Affairs.

Where a formal written warning has already been issued to a learner, or where there is an allegation of serious misconduct, the Programme Leader will refer the matter to the Director of Academic Affairs.

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#### 7.4.2 MAJOR OFFENCES

Matters which must be referred to the Director of Academic Affairs include but are not limited to:

- Any matter that may be a criminal offence.
- Any allegation of bullying, or harassment by any member of the college community.
- Any allegation of physical or verbal assault.
- Any damage to College property, or to the property of a third party used when conducting College business.
- Falsification or misuse of any College document.
- Giving false or misleading information to the College, related to their programme of study.
- Failure to comply with any reasonable instruction of a staff member.
- Any behaviour of concern in respect of a learner that has previously received a written warning.

#### 7.5 DISCIPLINARY PANEL

The Director of Academic Affairs will review all cases referred by the Programme Leader in a timely manner.

Where there is a case to be answered, a Disciplinary Panel will be appointed by the Director of Academic Affairs. Membership of the panel will include:

- Director of Academic Affairs (Chair).
- Head of Student Support Services.
- At least one further member of staff, who has no previous involvement in the case.
- Depending on the gravity of the allegation, the Chair has the discretion to appoint an independent member to the panel.

The learner will be notified in writing of the allegation and given the opportunity to respond to same at a disciplinary hearing (which may be held virtually or in person) before the Disciplinary Panel. The learner will be entitled to address the Panel prior to any decision being made and may be accompanied and/or represented by another learner, a parent or guardian (in the case of minors) or Student Support Officer.

The Director of Academic Affairs reserves the right to suspend the learner for a specified period of time, pending the outcome of the decision-making process.

The following penalties may be applied in confirmed cases of general misconduct, depending on the severity of the misconduct and whether it is a first or repeated offence.

- Formal written warning which is held on the learner's record for the duration of their participation in any programme.
- A period of suspension from the programme.
- Expulsion from the College.

The learner will be notified of the decision of the panel and their right of appeal.

## 7.6 APPEALS

Learners may lodge an appeal to the Director of Academic Affairs within 5 working days of notification of a decision of a disciplinary panel. An appropriate Appeals Panel will be convened by management to hear the appeal.

Learners will have the services of a Student Support Officer, who will advise them on this stage of the disciplinary process and may submit an appeal on their behalf to the panel.

The learner must submit a written statement outlining the grounds for the appeal to the Student Support Officer, prior to the hearing (which may be held virtually or in person).

The learner will be given the option to appear before the Appeals Panel and present their case to them. The learner may be accompanied and/or represented by another learner, a parent or guardian (in the case of minors) or the Student Support Officer.

The learner will receive written notification of the outcome of the appeal from the Student Support Officer and any subsequent action by Chevron, within 14 days of the Panel meeting.

#### 7.7 MONITORING

This policy will be updated as new knowledge and resources become available. A comprehensive and formal review of the policy will be made at a date no later than 31 December 2022.

## 8 APPENDIX H DATA PROTECTION & OFFICE SECURITY POLICY

Chevron College is committed to providing a safe and secure working environment for all staff, learners, other stakeholders and visitors and to ensuring the continued secure protection of its assets and the personal data that the College holds within its systems and premises.

Chevron maintains and shares data in accordance with the rules set out in the Irish Data Protection Act 2018 and governed by General Data Protection Regulation (GDPR) (EU 2016/679). Ireland's 'ePrivacy Regulations' (S.I. 336/2011, which implemented the EU 'ePrivacy Directive') are an extra set of rules which apply to certain types of processing, including electronic direct marketing and cookies. This policy will set out the obligations of Chevron as a data controller and the rights of data subjects in relation to the information it holds.

This policy represents part of Chevron College's MIS and should therefore be read in conjunction with the top-level Information & Data Management Policy (QA Policy 8) and the sub-policies and documents listed within. Privacy Notices based on this policy will be issued as a partial fulfilment of these obligations to be published on the College website and included in programme handbooks and the staff handbook. These notices are also appended here.

### 8.1 SCOPE

The Data Protection & Office Security Policy applies to any person whose personal data is processed by Chevron College including learners, staff, programme applicants, course enquirers, graduates, former staff, stakeholders and any other third party with whom Chevron engages in the completion of its business.

### 8.2 DEFINITIONS

**Personal Data:** Any information relating to a living person ('data subject') where that person is identified or could be identified. Personal data covers various types of information such as name, date of birth, email address, phone number, address, PPS number, student number and any other specific details relating to an individual– once it is clear to whom that information relates, or it is reasonably possible to find out. Data protection law governs situations where personal data is 'processed'. Processing means using personal data in any way, including collecting, storing, retrieving, consulting, disclosing or sharing data with someone else and erasing, or destroying personal data. This includes both electronic and hard copy data.

**Data Subject:** Anyone whose personal data is processed by a controller or processor.

**Data Controller:** The person or organisation that decides how and why a data subject's personal data is processed. Chevron College, as the legal entity, is the data controller. In some situations, the College will act as joint controller, for example when sharing learner information with QQI, and will therefore share responsibility for data processing obligations.

**Data Processor:** A 'processor' refers to a person, company, or other body which processes personal data on behalf of a controller. They don't decide how or why processing takes place, but instead carry out processing on the orders of a controller. There will be instances where Chevron acts as a data processor on behalf of a data controller for example contracted training provision, or where the College appoints a data processor to act on its behalf (BrightOffice/Turnitin).

**Principles of GDPR:** Data Controllers have a range of obligations under data protection law, and in particular must comply with the principles of data protection, as found in Article 5 GDPR, ensuring that personal data is:

- processed lawfully, fairly and transparently.
- processed for specific purposes.
- limited to what is necessary.
- kept accurate and up-to-date.
- stored for no longer than necessary.
- protected against unauthorised or unlawful processing, accidental loss, destruction, or damage.

### 8.3 RESPONSIBILITIES

Chevron recognises that information is an asset of the organisation and should be managed accordingly. All staff, contractors and consultants are required to maintain and respect the integrity, security and proper use of all data in order to comply with best practice and Chevron's statutory obligations.

Chevron's Director of Academic Affairs is the college's Data Protection Officer (DPO). According to [GDPR Article 39](#), the data protection officer's responsibilities include:

- Informing and providing training for Chevron's staff on GDPR compliance requirements.
- Conducting regular Data Protection Impact Assessments ([DPIA](#)s) to ensure GDPR compliance.
- Maintaining records of all data processing activities conducted by Chevron.
- Serving as the point of contact between Chevron and the Data Protection Commissioner for all data protection issues, including data breach reporting.



- Responding to data subjects to inform them about how their personal data is being used and what measures Chevron has put in place to protect their data.
- Ensuring that data subjects' requests to see copies of their personal data or to have their personal data erased are fulfilled or responded to, as necessary.

The Operations Manager has primary responsibility for Office Security. The Quality Policy & Procedures committee has oversight of Data Protection matters on behalf on the Management Board, in line with the following principles:

- Ensuring the security and proper use of all learner data, business information and other IT assets.
- Safeguarding the security of personal or sensitive information.
- Managing information and data covering a range of media and formats (created, received, stored and proper disposal).
- Engaging with external service providers and consultants to maintain IT systems and their integrity, ensuring business continuity.
- Managing the complete lifecycle of all information in line with Data Protection (GDPR) principles and the requirements of QQI and other interested parties.

Any queries in relation to how Chevron processes personal data can be addressed by contacting the Data Protection Officer:

Email: [dataprotection@chevrongroup.ie](mailto:dataprotection@chevrongroup.ie)

Post: Data Protection Officer, Chevron College, Anne Street, Wexford, Y35 WKF7, Ireland.

## 8.4 PERSONAL DATA COLLECTED BY CHEVRON COLLEGE

Chevron gathers and maintains a variety of personal data to assist in fulfilling its contracts and the delivery of services to learners and other interested parties. The type and extent of the personal data collected depends on the relationship the College has with the data subject. This data is controlled internally to ensure its safety and integrity.

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### 8.4.1 CHEVRON'S WEBSITE AND SOCIAL MEDIA ACCOUNTS

When a visitor requests a page from Chevron's website, our web server automatically recognises that visitor's domain name and the IP address used to access our site. We use this information to review our web traffic and analyse this to help improve the user experience by providing relevant marketing information.

We may also request the data subject's name, email address, telephone number and postal address for the purposes of providing them with information in relation to our training and education courses.

Whenever we request information from a visitor to Chevron's website, we will clearly indicate the purpose of our enquiry before obtaining any information. We may then store this information on our CRM systems to assist with future marketing and delivery of our services. We will always give the data subject the choice of opting out of data collection by sending them a system email.

The data subject has the right to opt out of receiving a direct marketing communication from Chevron College, either by following the directions contained in the communication or subsequently by contacting Chevron's Data Protection Officer (DPO).

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#### 8.4.2 USE OF COOKIES

A cookie is a small text file that can be placed and stored on a user's computer or device by a website the user has visited and can serve a number of purposes. These include enabling the website to recognise the user the next time the user visits it and to 'remember' the user's actions or preferences over a period of time, or the cookie may contain data related to the function or delivery of the website. Cookies do not impact on the data subject's system. They are used to identify which areas of Chevron's website the data subject has visited, so that the College may provide a better and more personalised experience for users.

Chevron will obtain consent to the use of cookies through a cookie banner, which will display when the user lands on the website and which will provide the first layer of information about the use of cookies and other tracking technologies. This banner will contain a link to further, more detailed information on cookies and to the website's Privacy Notice. This banner is designed to ensure that consent for the setting of cookies will be of the standard defined in the General Data Protection Regulation Article 4(11), which says the 'consent' of the data subject means any *"freely given, specific, informed and unambiguous indication of the data subject's wishes by which he or she, by a statement or by a clear affirmative action, signifies agreement to the processing of personal data relating to him or her"*.

The data subject is advised that they can choose whether to accept cookies by changing the settings of their browser. For example, they can reset their browser to refuse all cookies or allow their browser to notify them when a cookie is being sent. If they choose not to accept cookies, they are informed that their experience on Chevron's website may be reduced, and some features may not work as intended. Information is given in the Privacy Notice about how users can manage and later withdraw their consent to the use of cookies.

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#### 8.4.3 COURSE ENQUIRIES AND ENROLMENTS

Learner data is initially collected by the Sales team and logged on the CRM from the point of initial course enquiries, for the purposes of providing prospective learners with relevant information and assisting them with the application process.

It is then used by administrators and tutors throughout the learner lifecycle (registration, enrolment, study, assessment, certification plus progression) to support the delivery of the programme to learners. At the point of enrolment, all learners receive a Programme Handbook which refers to Chevron's privacy and data management policies. Learner data includes:

- Personal details: Learner's name, address, telephone number(s), email address, date of birth, PPS number, next of kin contact details
- Course/programme of study
- Previous educational transcripts
- Evidence of English proficiency (international learners)
- Module and certification results
- Employer (if relevant)
- Bank/credit card (if applicable) and any other details required for the processing of course payments

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#### 8.4.4 LEARNER RECORDS

In order to deliver its programmes to learners, Chevron maintains comprehensive learner records from initial engagement to certification. Learner records are maintained in line with effective information management and data protection policies. The type of information held includes:

- Booking form
- Requests for Reasonable Accommodations (if applicable)
- Attendance sheets
- Learners' portfolios and exams
- Evaluation sheets
- Certification records and record of learners' results
- Turnitin - Receipt of learner work and storage details
- Feedback forms

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#### 8.4.5 HOW CHEVRON USES LEARNER DATA:

Chevron may process learner data for the following purposes:

- For administrative and other purposes necessary for the management and functioning of the College's programmes of study.
- For the monitoring of quality assurance in respect of learner progression and achievement and learner programme evaluation surveys.

- IT services – to ensure that the IT systems and digital services provided by Chevron are secure and reliable.
- To administer, appeals, complaints, suspected academic misconduct or disciplinary matters.
- To meet Chevron’s health and safety obligations.
- To provide communications about Chevron’s news and events and other College notices.
- For the provision of wellbeing and support services, including disability support.
- To produce College reports and to comply with statutory reporting requirements.
- To enable contact with learners after they complete your studies, eg graduate surveys.
- Where a legitimate interest exists, the data subject’s information may be used to provide them with additional information about our services, under Article 6 of the GDPR regulations.

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#### 8.4.6 ACADEMIC & ADMINISTRATIVE STAFF

As an employer, Chevron College Limited (the “Company”) collects and processes certain information or data about its staff. This includes:

- Personal details - name, address, telephone number(s), email address, date of birth, PPS number, next of kin contact details
- Financial data – bank details, tax information etc
- Terms and conditions of employment, training records etc

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#### 8.4.7 HOW CHEVRON USES STAFF DATA

The data that Chevron collects, holds and processes will be used to enable Chevron to run its business and manage the College’s relationship with the data subject effectively, lawfully and appropriately, during the recruitment process, while they are working for the College, at the time when their employment ends and after they have left Chevron’s employment. This includes using information to enable Chevron to comply with employment contracts, to comply with any legal requirements, pursue the legitimate interests of the Company and protect our legal position in the event of any actual, threatened or anticipated legal proceedings.

### 8.5 LEGAL BASIS FOR PROCESSING

Chevron processes the information specified above on the following legal bases:

- It is necessary for the fulfillment of our contractual obligations.
- It is necessary for compliance with our legal obligations.
- It is necessary for the purposes of the legitimate interests of Chevron College (including protecting the College’s business, monitoring and ensuring quality, the prevention, detection and/or reporting of fraud or other possible crimes, for administrative purposes, defending legal claims, complying with the requirements of partner service providers in course delivery and certification and so on).

## 8.6 DISCLOSURE OF INFORMATION TO THIRD PARTIES

Personal data is regarded by Chevron as being highly confidential and we, therefore, make every effort to ensure that it is not, and cannot be, accessed other than by those persons who need to access it for the reasons or on the bases set out above.

Chevron may share information collected through the website and delivery of its services with outside third parties for the purposes of contract fulfillment or the management of the College's business.

This information may include data to assist partner service providers in processing course finance and payments, or arrangements for the Protection of Enrolled Learners (PEL), together with provision of personal data to assist in course delivery and certification (including partner universities based in the United Kingdom).

Chevron maintains access to QQI's QBS system through a password-protected link via [www.qqi.ie](http://www.qqi.ie). This is used by Programme Administrators to upload learner data in support of learner certification and also access other QQI systems, e.g. validation services and Q-help. The Programme Administrator inputs certification data to QBS which is verified by the Operations Manager and then signed off by both parties, including a note of any issues arising during the process for review by the Director of Academic Affairs.

Chevron will not share any personally identifiable information about a data subject with any other third party, without their consent.

Chevron uses reasonable precautions and safeguards to keep any information disclosed to the College secure within our own systems. We do not intend to sell, rent or otherwise give personal data to a third-party, without the data subject's consent.

Chevron is not responsible for any breach of security or for any actions of any third parties who receives the information.

## 8.7 THIRD COUNTRY TRANSFERS

Certain data (including staff/learner's name, contact information and qualifications) may be transferred to and stored or otherwise processed in the United Kingdom because of Chevron partnerships with third-level bodies in that jurisdiction (including, in particular, the universities of East London, Sunderland and Wrexham Glyndŵr). There is an EU adequacy decision in place in respect of the UK, meaning that it is permissible to transfer personal data to that jurisdiction.

## 8.8 DATA ACCURACY & RETENTION

Chevron College is obliged to hold no more data than is necessary for the purposes of delivering its services. The College shall regularly review all data supplied to us and use secure means to delete/destroy any data which is no longer considered necessary. Data subjects may contact Chevron to update their details via:

[dataprotection@chevrongroup.ie](mailto:dataprotection@chevrongroup.ie). Chevron staff may also contact customers by telephone or email to check and ensure the continuing accuracy of its customer data.

Different types of data are held for different time periods, depending on the purpose of the data.

Learners' assessment work is submitted via the plagiarism detection software service Turnitin, assigned to the relevant tutor, marked and then stored electronically. Turnitin's data procession policy is available at:

[https://help.turnitin.com/Privacy\\_and\\_Security/Privacy\\_and\\_Security.htm](https://help.turnitin.com/Privacy_and_Security/Privacy_and_Security.htm) Storage of any hard copy assessment materials is in a locked storeroom, accessed by authorised members of staff. Assessment materials are destroyed once certification is achieved (and any appeal window has expired).

Learner and marketing data may be held for a period of up to 5 years to support the delivery of current or any future training or education services. Some data may be held indefinitely for example, to verify award or to provide transcripts of results.

Chevron's policy is to delete debit/credit card details once a transaction or payment plan has been completed.

Data Subjects have the right to have their information removed on written request in certain circumstances, prior to the expiry of this period.

## 8.9 AUTOMATED DECISION MAKING

Chevron does not use automated decision-making or profiling in relation to personal data.

## 8.10 DATA SUBJECT RIGHTS

Data subjects have the following important rights under the GDPR. They include rights to:

- request access to any personal data held by Chevron.
- request rectification or correction of their personal data if it is inaccurate or incomplete.
- request erasure or deletion of their personal data in certain circumstances.

- restrict Chevron's use of personal data in certain circumstances.
- object to the processing of their data.
- withdraw consent to Chevron processing any data that is being processed on the basis of their having consented to same.
- data portability (i.e. a right to receive personal data in a structured, commonly used and machine-readable format and a right to transfer that data to another data controller without hindrance).
- lodge a complaint with the Data Protection Commission which may be contacted on or at the address, email address or telephone numbers set out below.

However, these rights may not be exercised in certain circumstances, such as when the processing of personal data is necessary to comply with a legal obligation or for the defence of legal claims.

## 8.11 DATA SUBJECT RIGHTS REQUEST

To exercise any of these rights, data subjects may use the data protection contact details provided in this policy. Chevron will respond to requests in writing, or orally if requested as soon as practicable and, under normal circumstances, not more than one month after receipt of a rights request.

Normally, as per the GDPR, no fee applies to a request made by a Data Subject. However, Data Protection rules permit Chevron to refuse a request or levy an administrative charge if the College believes a request is manifestly unfounded or excessive.

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### 8.11.1 DATA SUBJECT ACCESS REQUEST

Data Protection legislation provides a data subject with the right to be given a copy of his/her personal information. This is termed an 'Access Request' and any such request must be made in writing and sent via email to: [dataprotection@chevrongroup.ie](mailto:dataprotection@chevrongroup.ie).

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### 8.11.2 RIGHT OF RECTIFICATION OR ERASURE

Data Protection legislation provides a data subject with the right to have their personal data corrected, if inaccurate, or erased, if there is no legitimate reason for retaining the data. Any such request must be made in writing and sent via email to: [dataprotection@chevrongroup.ie](mailto:dataprotection@chevrongroup.ie). There is no charge in dealing with this type of request which will be completed within one month from the date the request is received.

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### 8.11.3 COMPLAINTS IN RELATION TO DATA PROTECTION

Chevron aims to comply with all Data Protection rules in the marketing and delivery of its services. If the data subject has any concerns or complaints, they may contact the

Director of Academic Affairs via email to: [dave@chevrontraining.ie](mailto:dave@chevrontraining.ie) Chevron will respond to the query without undue delay and in any event, within one month.

The Data Protection Commission (DPC) is the national independent authority in Ireland responsible for upholding the fundamental right of individuals in the European Union (EU) to have their personal data protected. The data subject will be informed that if they are not satisfied with the outcome of their data protection request to Chevron College, they can raise the matter with the Data Protection Commission through the [online form](#) available at: <https://forms.dataprotection.ie/contact>

Data Protection Commission	Telephone: +353 (0761) 104 800
21 Fitzwilliam Square South	LoCall: 1890 25 22 31
Dublin 2	Fax: +353 57 868 4757
D02 RD28	Email: <a href="mailto:info@dataprotection.ie">info@dataprotection.ie</a>

## 8.12 SERVICE PROVIDERS AND DATA MANAGEMENT

Chevron maintains a range of information management systems to support its operations, assist in decision-making across the organisation, plus support effective communication and sharing of information with learners and other stakeholders.

The main data management platforms used by Chevron are cloud-based and include:

- BrightOffice – a CRM platform utilised in its training service provider configuration.
- LearnUpon – a VLE/LMS used to distribute course content to learners, monitor learner engagement and progress and facilitate learner-tutor interaction and skills training through gamification.
- Turnitin – Assessment submission portal with originality checking and plagiarism prevention software.
- Microsoft Office 365 – primarily email, word processing and spreadsheets to support both day-to-day office work and mobile working.

These systems collect and process data, making it available to staff who have the authority to access it. Learners studying through online and blended programmes also have access to the LearnUpon VLE in the course of their studies with Chevron.



Chevron uses a Managed Services provider to support its IT operations, including:

- Consultancy on IT trends and advice to meet the organisation's changing IT requirements.
- Technical support to individual users, plus resolving any IT issues in order to maintain services to learners and other stakeholders.
- Remote monitoring to maintain systems integrity.
- Back-up and disaster recovery.
- Local server maintenance and advice on technical upgrades.
- Management of antivirus software and firewalls; and
- Compliance with software renewals and licensing.

Transitional arrangements for any upgrades or migration to new technology platforms are considered across the organisation to ensure continuity of service delivery. The Director of Academic Affairs shall supervise such transitions, reporting to the Management Board.

### 8.13 WORKPLACE SECURITY

Chevron is committed to ensuring the safety and security of all staff and visitors by implementing a variety of security measures.

The security of Chevron's computing resources and information begins with physical security measures to prevent unauthorised access and theft.

The objectives of this policy are to:

- create an open, safe and welcoming workplace.
- ensure the personal safety and wellbeing of all individuals.
- protect premises and physical assets to include personal property.
- ensure that all confidential, restricted or sensitive data and all personal data held on Chevron College premises is stored securely.
- ensure the proper safekeeping and security of all examination and learner's personal examination materials.
- apply Chevron's QA processes and best practice at all times to promote the minimisation of risk.

### 8.14 ENTRY TO THE OFFICE

Chevron's head office in Wexford Town is a secure building with pedestrian access from the street for staff via the main reception.

Chevron's office in Fermoy is located within a business park with multiple tenants. Building access is via a secure staff entrance.

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#### 8.14.1 STAFF ENTRY DURING NORMAL OFFICE HOURS (09.00 TO 17.30 HOURS)

All staff can enter and stay in Chevron's offices during normal working hours which are 09.00 to 17.30 hours.

Staff are expected to ensure that office doors are closed/locked during the lunchtime break, 13.00 to 14.00 hours.

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#### 8.14.2 STAFF ENTRY OUTSIDE NORMAL OFFICE HOURS

Access to Head Office, Wexford outside normal working hours is only to be made by Company Directors, Director of Academic Affairs, Operations Manager and authorised key holders.

The Operations Manager maintains a list of authorised key holders.

All authorised key holders must have training in activating/deactivating the alarm system. (This training will be provided by the Operations Manager).

To ensure personal safety, employees accessing the building must advise another authorised key holder that they intend to access the building out of hours.

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#### 8.14.3 VISITOR ACCESS

All visitors may gain entry to Chevron's Head Office through the door at the front of the building into the reception area.

Visitors must report to Reception on the ground floor. Visitors are not allowed beyond the reception area unless they are accompanied by a member of staff.

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#### 8.14.4 EXITING THE BUILDING – END OF WORKING DAY

On leaving the office, all filing cabinets that hold sensitive information/material must be locked and keys stored in a secure location. The last authorised key holder to leave the building should ensure that:

- All filing cabinets that hold sensitive information/material are locked and keys stored in a secure location.
- All internal doors are locked and windows checked.
- Lights are switched off (unless controlled by sensors).
- The alarm is set prior to departure from the building.

The Wexford office has an alarm system monitored by Park 100 Fire & Security (including an out of office hours service).

Park 100 Fire & Security

Unit 5, Sinnottstown Business Park

Drinagh

Wexford, Y35 DX0X.

T: 053 9144777

E: [service@park100.com](mailto:service@park100.com)

The nominated staff contacts (outside of office hours) are:

Karl Fitzpatrick      College President      085 765 4911

Brian Denton      Sales Director      087 248 0617

#### 8.15 SECURITY OF EQUIPMENT & POSSESSIONS

All staff members and contractors engaged by Chevron ('end users') who access Chevron's systems and resources are responsible for ensuring that all security protocols normally used in data management are applied.

- All devices used to conduct Chevron business must be used responsibly and ethically in an appropriate and professional manner.
- No equipment, such as laptops, should be left unattended.
- Staff may be provided with a key-lockable drawer or cabinet in which to keep hard copy data and personal possessions.
- Personal possessions are the responsibility of the individual and if a staff member or visitor brings an item of value into the office, they must ensure that it is appropriately stored in a safe place. Chevron is not responsible for personal possessions that go missing unless there is proof of forcible entry.
- Any thefts or losses must be reported immediately to the Operations Manager and to the Gardai, if appropriate.

#### 8.16 PHYSICAL SECURITY OF DATA

It is the responsibility of all staff to comply with legal and regulatory risks relating to the physical security of data held by Chevron (including data protection requirements under the General Data Protection Regulation 2016/679 and Data Protection Act 2018).

- All hard copy data must be stored in accordance with Chevron's Clear Desk, Clear Screen Policy.
- The reception area should be kept clear at all times and no personally identifiable information should be left on desks within reach or sight of visitors.
- Where practically possible, records and other documents should be stored in suitable locked safes, cabinets or other forms of security furniture when not in use, especially outside working hours.
- Where lockable safes, filing cabinets, drawers, cupboards etc. are not available, office/ room doors must be locked, if left unattended.
- Keys used for access to confidential, restricted or sensitive information must not be left in or on an unattended desk. Keys for desk drawers, cabinets and other secure areas must be stored carefully.

- The Storage Room which contains learner records must remain locked when not in use. Authorised staff may only access the room via a numeric code security lock on the door. They must always ensure that the door closes and locks behind them when they leave.
- Hard copy documents containing any personal data, or confidential, restricted or sensitive information should only be stored if necessary. Where appropriate, documents should always be scanned to PDF and stored within the dedicated case file on Chevron's secure servers. Original paper copies should be securely stored in confidential shredding bags for destruction, in the locked storage room.
- Upon disposal, any document containing any personal data or confidential, restricted or sensitive information must be shredded. Documents to be shredded should be taken to the shredding bin in the downstairs office.
- This waste is collected in by Chevron's confidential shredding service (Datagroup, Wexford, T:0818 36 67 67) and a certificate of destruction is provided to the Accounts Department.
- If appropriate, smaller documents can be shredded at the small paper shredder upstairs by the Accounts Department.
- Confidential waste must not be left on desks, in filing trays or placed in regular waste bins.
- Chevron's network servers and other IT equipment are securely stored in a locked bespoke server cabinet on the first floor.
- All staff must immediately report any deficiency, incident or area for improvement in accordance with Chevron's Incident Reporting Policy.

#### 8.17 MONITORING

Chevron takes its Data Protection responsibilities seriously, employing the most appropriate physical and technical measures to protect the security of all data, together with staff awareness and training. Chevron's management also reviews the Data Protection measures regularly. The Quality Policy & Procedures Committee is responsible for the maintenance and ongoing review of Chevron's Data Protection & Office Security Policy.

This policy will be updated as new knowledge and resources become available. A comprehensive and formal review of the policy will be made at a date no later than 31 December 2022.

## 8.18 CHEVRON WEBSITE DATA PRIVACY NOTICE

The purpose of this notice is to inform you of the data that Chevron College ('Chevron') will collect and use in connection with this website and associated social media platforms. It also explains why we do so, and your rights under data privacy laws.

Chevron's web pages are accessible through:

[www.chevroncollege.ie](http://www.chevroncollege.ie)

[www.chevrontraining.ie](http://www.chevrontraining.ie)

[www.chevrongroup.ie](http://www.chevrongroup.ie)

[www.chevronchildcare.ie](http://www.chevronchildcare.ie)

[www.chevronhealthcare.ie](http://www.chevronhealthcare.ie)

[www.chevroncollege.com](http://www.chevroncollege.com)

[www.chevroncollege.co.uk](http://www.chevroncollege.co.uk)

[www.chevroncollege.uk](http://www.chevroncollege.uk)

[www.chevron-training.co.uk](http://www.chevron-training.co.uk)

Chevron will actively seek to preserve the rights of those who share personal information (personal data) with us through these web pages ('the website') and associated social media platforms (Facebook, Twitter, LinkedIn, Instagram, YouTube etc).

We are not responsible for the content or privacy practices of any linked websites. Any external links to other websites are clearly identifiable as such.

We take our responsibilities under data protection law very seriously. Any personal data which we collect and which is held in electronic or paper form within Chevron's systems and premises, will be treated with the highest standards of confidentiality and security in accordance with Irish and European Data Protection laws (including data protection requirements under the General Data Protection Regulation (GDPR) (EU) 2016/679 and the Data Protection Act 2018).

If you have any questions or concerns regarding the processing of your personal data by Chevron, please feel free to contact our Data Protection Officer:

Email: [dataprotection@chevrongroup.ie](mailto:dataprotection@chevrongroup.ie)

Post: Data Protection Officer, Chevron College, Anne St, Wexford, Y35 WK57.

### **How Chevron collects your data:**

The personal data that Chevron collects hold depends on our relationship with you. Chevron does not collect any personal data on this website except for the information that you volunteer through emailing us or filling in an online form. This personal data may include:

- your name, email address, telephone number and postal address for the purposes of providing you with information on our education and training courses;
- your credit/debit card details if you are booking one of our courses; and
- any other personal data that you provide to Chevron or which we generate about you in connection with your use of this website.

When a visitor requests a page from Chevron's website, our web server automatically recognises that visitor's domain name and the IP address used to access our site. We use this technical information to analyse our web traffic, in order to improve the user experience and provide tailored marketing information on our courses and services. No attempt will be made by Chevron to identify individual visitors from this technical data.

### **Purpose of Processing:**

Whenever we request personal data through Chevron's website, social media channels, or a telephone query to the College, we will clearly indicate the purpose of our enquiry before obtaining any information. We will then store this personal data on our CRM systems to assist with the future marketing and delivery of our courses and services.

If you volunteer personal data, for example through filling in an online form, you will be asked to give your consent to Chevron contacting you in the future about relevant courses. We will always give you the choice of opting out of receiving marketing materials by sending you a system email. You may subsequently opt out of receiving marketing materials at any time by sending an email to:

[dataprotection@chevrongroup.ie](mailto:dataprotection@chevrongroup.ie)

Chevron will only process your personal data for the purpose for which it was provided and to the extent necessary to provide you with the information or service you require. Should you enrol on a programme of study with Chevron, your personal data will be used to create student records, in course management processes and for certification. Where a legitimate interest exists, your personal data may be used to provide you with additional information about our services.

### **Legal Basis for Processing:**

We process the information specified above on the following legal bases:

- It is necessary for the purposes of the legitimate interests of Chevron College (including protecting the College's business, monitoring and ensuring quality, for administrative purposes, complying with the requirements of partner service providers in course delivery and certification and so on).
- It is necessary for compliance with our legal and regulatory obligations.
- It is necessary for the performance of a contract with you (e.g. bank details) or in order to take steps prior to entering into a contract with you.

### **Third parties with whom Chevron will share your data:**

Your personal data is regarded by Chevron as being highly confidential and we therefore, make every effort to ensure that it is not, and cannot be, accessed other than by those persons who need to access it for the reasons or on the bases set out above. Chevron may share your personal data for the purposes of fulfilling the terms of your contract with the College, to comply with our legal obligations and where necessary, for our legitimate interests. This information may include data to assist partner service providers in course delivery and certification.

Chevron will not share any personally identifiable information about you collected through the delivery of our services, with any other third party without your consent, unless we are legally obliged to do so, or where we need to comply with our contractual duties to you.

Chevron uses reasonable precautions to keep any information disclosed to us secure within our own systems. Furthermore, we are not responsible for any breach of security or for any actions of any third parties who receive the information.

### **Third Country Transfers:**

Certain data (including in particular, your name, contact information and qualifications) may be transferred to and stored or otherwise processed in the United Kingdom because of our partnerships with third-level bodies in that jurisdiction (including, in particular, the universities of East London, Sunderland and Wrexham Glyndŵr). Please note that there is an EU adequacy decision in place in respect of the UK, meaning that it is permissible to transfer personal data to that jurisdiction.

### **Automated decision-making:**

We do not use automated decision-making or profiling in relation to your personal data.

### **How long will Chevron keep your data?**

Your personal data will not be stored for any longer than is reasonably necessary. This usually means that we will delete or destroy data once the purpose for which it is collected, stored or processed has expired.

Different types of personal data are held for different time periods as is necessary to comply with our legal and regulatory obligations. Customer and marketing data may be held for a period of up to 5 years, to support the delivery of current or any future training or education services.

Chevron's policy is to delete debit/credit card details once a transaction or payment plan has been completed.

### **Your Data Rights:**

You have a number of important rights in relation to your personal data. They include the right to:

- request access to any personal data relating to you that is held by us.
- request rectification or correction of your personal data if it is inaccurate or incomplete.
- request erasure or deletion of your personal data in certain circumstances.
- restrict our use of your personal data in certain circumstances.
- object to the processing of your data.
- withdraw your consent to our processing any data that is being processed on the basis of your having consented to same.
- data portability (i.e. a right to receive personal data in a structured, commonly used and machine-readable format and a right to transfer that data to another data controller without hindrance) and
- lodge a complaint with the Data Protection Commission which may be contacted via the website or telephone number set out below.

However, these rights may not be exercised in certain circumstances, such as when the processing of your data is necessary to comply with a legal obligation or for the defence of legal claims.

If you wish to exercise any of your rights in this regard, please contact [dataprotection@chevrongroup.ie](mailto:dataprotection@chevrongroup.ie). We will respond to your request in writing, or orally if



requested, as soon as practicable and, under normal circumstances, not more than one month after receipt of your request.

Normally no charge will apply to an Access Request although Data Protection rules permit Chevron to refuse a request, or to levy an administrative charge, if the College believes a request is manifestly unfounded or excessive.

### **Questions or Complaints:**

If you have any questions, or if you have a complaint in relation to Chevron's processing of your personal data, please contact the Director of Academic Affairs, Dave Collins by email at: [dave@chevrontraining.ie](mailto:dave@chevrontraining.ie)

The Data Protection Commission (DPC) is the national independent authority in Ireland responsible for upholding the fundamental right of individuals in the European Union (EU) to have their personal data protected. You have the right to lodge a complaint with the DPC if you are unhappy with how Chevron processes your personal data. Details of how to lodge a complaint can be found on the Data Protection Commission's [website](#), or by telephoning 1890 25 22 31.

### **Use of cookies:**

A cookie is a small piece of data that is sent to your browser from a web server and stored on your computer's hard drive. Cookies do not impact on your system but are used to identify which areas of Chevron's website you have visited. They allow us to provide a better and more personalised experience for you.

You can choose whether to accept cookies by changing the settings of your browser. For example, you can reset your browser to refuse all cookies or allow your browser to notify you when a cookie is being sent. Please note however, that if you choose not to accept cookies, some features on Chevron's website may not work as intended.

You can manage your cookie preferences here [insert updated Chevron Collegewebsite link here].

### **Updates to Chevron's Privacy Policy:**

Chevron takes its Data Protection responsibilities seriously, employing the most appropriate physical and technical measures to protect the security of all data, together with staff awareness and training. Chevron's management also reviews these Data Protection measures regularly.

We reserve the right to make any changes to our Privacy Policy at any time to take account of changes in our business activities, legal requirements and the manner in which we process personal data. Any updates to this notice will be posted here.

Last updated: [Date]

#### 8.19 DATA PRIVACY NOTICE - STUDENTS

This privacy notice explains how Chevron College collects, uses and shares the personal data relating to prospective, current and former students ('you'). It also explains why we do so and your rights under data privacy laws.

The sort of information we hold may include any documentation that you furnished when applying for your course: correspondence with or about you, information needed to collect fees; contact and emergency contact details; records of sickness and other absence; records relating to your career history and, where appropriate, disciplinary and grievance records.

Chevron takes its Data Protection responsibilities seriously, employing the most appropriate physical and technical measures to protect the security of all data, together with staff awareness and training. Chevron's management also reviews these Data Protection measures regularly.

Any personal data provided to the College and which is held within its systems and premises, will be treated with the highest standards of confidentiality and security in accordance with Irish and European Data Protection laws (including data protection requirements under the General Data Protection Regulation (GDPR) 2016/679 and Data Protection Act 2018).

If you have any questions or concerns regarding the processing of your personal data by Chevron, please feel free to contact our Data Protection Officer:

Email: [dataprotection@chevrongroup.ie](mailto:dataprotection@chevrongroup.ie)

Post: Data Protection Officer, Chevron College, Anne St, Wexford, Y35 WK57.

#### **How Chevron collects your data:**

Chevron will collect personal data from you, primarily during the admissions process, supplemented by additional data collected during the course of your studies.

All data will be collected and used fairly, stored safely and securely, and not disclosed to any third party unlawfully.

The data that the College collects will include (but is not limited to):

- Education history
- Personal data to include next of kin/emergency contact details
- Nationality and first language (if applicable)
- Personal details required to make an application for Reasonable Accommodations
- Bank/credit card (if applicable) and any other details required for the processing of student payments

### **How Chevron uses your data:**

As a registered student, Chevron may process your data for the following purposes:

- For administrative and other purposes necessary for the management and functioning of your programme of study.
- For the monitoring of quality assurance in respect student surveys, progression and achievement.
- IT services – to ensure that the IT systems and digital services provided by Chevron are secure and reliable.
- To administer, appeals, complaints, suspected academic misconduct or disciplinary matters.
- To meet Chevron's health and safety obligations.
- To provide communications about Chevron's news and events and other student notices.
- For the provision of wellbeing and support services, including disability support.
- To produce College reports and to comply with statutory reporting requirements.
- To enable contact with you after you complete your studies, eg graduate surveys.

### **Legal Basis for Processing:**

We process the information specified above on the following legal bases:

- It is necessary for the purposes of the legitimate interests of Chevron College (including protecting the College's business, monitoring and ensuring quality, for administrative purposes, complying with the requirements of partner service providers in course delivery and certification and so on).
- It is necessary for compliance with our legal and regulatory obligations.
- It is necessary to fulfil our contractual obligations with you.

### **Third parties with whom Chevron will share your data:**

Your personal data is regarded by Chevron as being highly confidential and we, therefore, make every effort to ensure that it is not, and cannot be, accessed other than by those persons who need to access it for the reasons or on the bases set out above. Chevron may share your personal data for the purposes of fulfilling the terms of your contract with the College, to comply with our legal obligations and where necessary, for

our legitimate interests. This information may include data to assist partner service providers in course delivery and certification.

Chevron will not share any personally identifiable information about you collected through the delivery of our services, with any other third party without your consent, unless we are legally obliged to do so, or where we need to comply with our contractual duties to you.

Chevron uses reasonable precautions to keep any information disclosed to us secure within our own systems. Furthermore, we are not responsible for any breach of security or for any actions of any third parties who receive the information.

The list of third parties with whom Chevron may share your data for the purposes outlined above will include (but is not limited to) the following:

- Quality & Qualifications Ireland (QQI)
- Higher Education Authority (HEA)
- Plagiarism detection service provider (Turnitin)
- Online proctoring provider (Mettl)
- Partner institutions for joint programmes
- Department of Education and Skills
- Other Government departments (as required for grant and other applications)
- Our IT Managed Services provider to provide technical support and software upgrades
- Work placement providers
- Garda Vetting Bureau

Chevron will not share any other personally identifiable information about you collected through the delivery of its services, with any other third party without your consent, unless we are legally obliged to do so, or where we need to comply with our contractual duties to you.

Chevron uses reasonable precautions to keep any information disclosed to us secure within our own systems. Furthermore, we are not responsible for any breach of security or for any actions of any third parties who receive the information.

### **Third Country Transfers:**

Certain data (including in particular, your name, contact information and qualifications) may be transferred to and stored or otherwise processed in the United Kingdom because of our partnerships with third-level bodies in that jurisdiction (including, in particular, the universities of East London, Sunderland and Wrexham Glyndŵr). Please note that there is an EU adequacy decision in place in respect of the UK, meaning that it is permissible to transfer personal data to that jurisdiction.

### **Automated decision-making:**

We do not use automated decision-making or profiling in relation to your personal data.

### **How long will Chevron keep your data?**

Chevron is obliged to hold no more data than is necessary for the purposes of delivering our services. It is our policy to regularly review all data supplied to us, to ensure that it is accurate and complete and to use secure means to delete/destroy any data which is no longer considered necessary.

Different types of data are held for different time periods, as is necessary to comply with our legal and regulatory obligations or to support the delivery of current or any future training or education services. Some data may be held indefinitely for example, to verify your award or provide transcripts of your results.

### **Your Data Rights:**

You have a number of important rights in relation to your personal data. They include the right to:

- request access to any personal data relating to you that is held by us.
- request rectification or correction of your personal data if it is inaccurate or incomplete.
- request erasure or deletion of your personal data in certain circumstances.
- restrict our use of your personal data in certain circumstances.
- object to the processing of your data.
- withdraw your consent to our processing any data that is being processed on the basis of your having consented to same.
- data portability (i.e. a right to receive personal data in a structured, commonly used and machine-readable format and a right to transfer that data to another data controller without hindrance).
- lodge a complaint with the Data Protection Commission which may be contacted via the website or telephone number set out below.

However, these rights may not be exercised in certain circumstances, such as when the processing of your data is necessary to comply with a legal obligation or for the defence of legal claims.

If you wish to exercise any of your rights in this regard, please contact [dataprotection@chevrongroup.ie](mailto:dataprotection@chevrongroup.ie). We will respond to your request in writing, or orally if requested, as soon as practicable and, under normal circumstances, not more than one month after receipt of your request.

Normally no charge will apply to an Access Request although Data Protection rules permit Chevron to refuse a request, or to levy an administrative charge, if the College believes a request is manifestly unfounded or excessive

Data Protection Commission	Telephone: +353 (0761) 104 800
21 Fitzwilliam Square South	LoCall: 1890 25 22 31
Dublin 2	Fax: +353 57 868 4757
D02 RD28	Email: <a href="mailto:info@dataprotection.ie">info@dataprotection.ie</a>

## 8.20 DATA PRIVACY NOTICE - STAFF

As your employer, Chevron College Limited (the "Company") collects and processes certain information or data about you. The purpose of this Data Privacy Notice is to inform you about the types of data that the Company collects and processes, why we do so and about your rights under data privacy laws.

The sort of information we hold may include any documentation that you furnished when applying for your job, references, your contract of employment and any amendments to it, correspondence with or about you (for example, at your request, a letter to your mortgage company confirming your salary); information needed for payroll, benefits and expenses purposes; contact and emergency contact details; records of holiday, sickness and other absence; records relating to your career history, such as training records, appraisals, other performance measures and, where appropriate, disciplinary and grievance records.

Chevron takes its Data Protection responsibilities seriously, employing the most appropriate physical and technical measures to protect the security of all data, together with staff awareness and training. Chevron's management also reviews these Data Protection measures regularly.

Any personal data provided to the College and which is held within its systems and premises, will be treated with the highest standards of confidentiality and security in accordance with Irish and European Data Protection laws (including data protection

requirements under the General Data Protection Regulation (GDPR) 2016/679 and Data Protection Act 2018).

The legal entity that collects, controls and processes your personal data as described in this Data Privacy Notice is Chevron College Limited (the "Company"). The Company may be contacted at the address set out below.

If you have any questions or concerns regarding the processing of your personal data by the Company, please feel free to contact our Data Protection Officer whose contact details are set out below:

Name: Dave Collins

Tel: 086-8545583

Email: [dataprotection@chevrongroup.ie](mailto:dataprotection@chevrongroup.ie)

Post: Data Protection Officer, Chevron College, Anne St, Wexford, Y35 WK57.

### **Purpose of Processing:**

We collect and process a variety of different types of personal data relating to employees.

The data that we collect, hold and process will be used to enable us to run the business and manage our relationship with you effectively, lawfully and appropriately, during the recruitment process, whilst you are working for us, at the time when your employment ends and after you have left. This includes using information to enable us to comply with your employment contract, to comply with any legal requirements, pursue the legitimate interests of the Company and protect our legal position in the event of any actual, threatened or anticipated legal proceedings. If you do not provide this data, we may be unable in some circumstances to comply with our obligations to you or under the law.

Much of the data collected is required primarily for the purposes of ensuring that we can communicate with you. Communication-related data includes your name, contact details (home address, personal and work telephone numbers and email addresses and so on).

We also collect and process financial data (including bank account details, tax-related information and details regarding your pay and any other benefits) for the primary purpose of ensuring that we can pay you promptly and efficiently.

We retain and process information regarding your terms and conditions of employment, working hours, any work permits and employment history in order that we can ensure,

for example, that you work the appropriate number of hours, are afforded your leave entitlements and so on.

We also process training records that include details of what type of training has been provided to you and when in order to ensure that we comply with legal and other regulatory requirements as well as ensuring that you are afforded such training as might be required for the purposes of doing your job.

Much of the information we hold will have been provided by you, but some may come from other internal sources, such as your manager, or in some cases, external sources, such as referees.

### **Legal Basis for Processing:**

We process the information specified above on the following legal bases:

- It is necessary for the purposes of the legitimate interests of Chevron College (including protecting the College's business, monitoring and ensuring quality, for administrative purposes, complying with the requirements of partner service providers in course delivery and certification and so on).
- It is necessary for compliance with our legal and regulatory obligations.
- It is necessary to fulfil our contractual obligations with you.

### **Who can access your personal data:**

Your personal data is regarded by Chevron as being highly confidential and we, therefore, make every effort to ensure that it is not, and cannot be, accessed other than by those persons who need to access it for the reasons or on the bases set out above.

We may transfer information about you to other group companies for purposes connected with your employment or the management of the company's business.

We have a range of safeguards in place to ensure the security of your data. Further details regarding safeguards may be obtained from the individual specified on the first page of this notice.

### **Third Country Transfers:**

Certain data (including in particular, your name, contact information and qualifications) may be transferred to and stored or otherwise processed in the United Kingdom because of our partnerships with third-level bodies in that jurisdiction (including, in particular, the universities of East London, Sunderland and Wrexham Glyndŵr). Please note that there is an EU adequacy decision in place in respect of the UK, meaning that it is permissible to transfer personal data to that jurisdiction.



### **Automated decision-making:**

We do not use automated decision-making or profiling in relation to your personal data.

### **How long will Chevron keep your data?**

Your personal data will not be stored for any longer than is reasonably necessary. This usually means that we will delete or destroy data once the purpose for which it is collected, stored or processed has expired.

Some of the personal data that we store will expire and be deleted or destroyed once you leave our employment. However, certain data needs to be retained for a period of time after you leave our employment in order to:

- Comply with our obligations to you (e.g. pension-related data).
- Furnish statements of employment relating to you where you refer prospective future employers to us (e.g. dates of commencement and termination of employment, job title etc.).
- Comply with our legal obligations (e.g. records in relation of such issues as working hours and annual leave need to be retained for some time after employment ends).
- Meet the needs of the business in terms of quality control, quality compliance audits etc. (e.g. training records).
- Enable us to address and deal with claims or other issues of concern from a legal perspective.

Once the specific purposes for retaining and processing data after you leave employment have expired, the data in question will be normally be deleted or destroyed within a period of 18 months.

### **Your Data Rights:**

You have a number of important rights in relation to your personal data. They include the right to:

- request access to any personal data relating to you that is held by us.
- request rectification or correction of your personal data if it is inaccurate or incomplete.
- request erasure or deletion of your personal data in certain circumstances.
- restrict our use of your personal data in certain circumstances.
- object to the processing of your data.
- withdraw your consent to our processing any data that is being processed on the basis of your having consented to same.

- data portability (i.e. a right to receive personal data in a structured, commonly used and machine-readable format and a right to transfer that data to another data controller without hindrance).
- lodge a complaint with the Data Protection Commission which may be contacted via the website or telephone number set out below.

However, these rights may not be exercised in certain circumstances, such as when the processing of your data is necessary to comply with a legal obligation or for the defence of legal claims.

If you wish to exercise any of your rights in this regard, please contact [dataprotection@chevrongroup.ie](mailto:dataprotection@chevrongroup.ie). We will respond to your request in writing, or orally if requested, as soon as practicable and, under normal circumstances, not more than one month after receipt of your request.

Data Protection Commission	Telephone: +353 (0761) 104 800
21 Fitzwilliam Square South	LoCall: 1890 25 22 31
Dublin 2	Fax: +353 57 868 4757
D02 RD28	Email: <a href="mailto:info@dataprotection.ie">info@dataprotection.ie</a>

Chevron College

# Annual Quality Report

This is the AQR for Chevron College for the reporting period:

1 September 202? – 31 August 202?.

Note: The Annual Quality Assurance Report (AQR) is an annual report about internal quality assurance that institutions provide to QQI and publish every year. The AQR has two sections Part A: Internal QA System will be completed only if there are material changes to QA policies and procedures during the reporting period. Such changes may include the approval and implementation of new polices or procedures, or significant amendments to existing ones.

Review schedule: TBC

# CONTENTS

## PART A: INTERNAL QA SYSTEM

### Introduction and Overview of Institution

#### 1.0 Internal QA Framework 12

#### 1.1 Governance and Management of Quality

#### 1.2 Linked Providers, Collaborative and Transnational Provision

### 2.0 Programme Development and Delivery

#### 2.1 Programme Development and Approval

#### 2.2 Admission, Progression, Recognition & Certification

#### 2.3 Procedures for Making Awards

#### 2.4 Teaching, Learning and Assessment

### 3.0 Learner Resources and Support

### 4.0 QA of Research Activities and Programmes

### 5.0 Staff Recruitment, Development and Support

### 7.0 Public Information and Communication

### 8.0 Monitoring and Periodic Review

### 9.0 Details of Arrangements with Third Parties

#### 9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

#### 9.2 Collaborative Provision

#### 9.3 Articulation Agreements

## PART B: QUALITY ASSURANCE (QA) AND QUALITY ENHANCEMENT (QE)

### 1.0 Quality Implementation and Developments

#### 1.1 Strategic QA Updates

#### 1.2 Update on Planned QA Objectives

#### 1.3 Governance and Management

#### 1.4 Internal Monitoring and Review

#### 2.0 IQA System – Enhancement and Impacts

#### 2.1 Initiatives within the Institution related to Academic Integrity

### 3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

#### 3.1 QA and QE supporting the Achievement of Strategic Objectives

#### 3.2 Reviews planned for Upcoming Reporting Periods

##### 3.2.1 Reviews planned for Next Reporting Period

##### 3.2.2 Reviews planned beyond Next Reporting Period

### 4.0 Additional Themes and Case Studies



Chevron's TLA Strategy 2021-2026 has being developed by Dr Áine McKenna.

Please see attached.

## 11 APPENDIX K: NEW ACADEMIC STAFF INDUCTION CHECKLIST

Name:	
Programme:	
Programme Leader	
Start Date:	

*Please date each section when completed.*

Welcome	Person Responsible	Date Completed
Contract of Employment sent	Operations Manager	
Welcome email sent to new staff member with HR Locker details and Staff Handbook	Operations Manager	
HR Locker invite email sent	Operations Manager	
New staff member set up for payroll, email, IT services etc	Operations Manager	
Introduction to the office (if applicable), health & safety, office security etc	Operations Manager	
Workspace/equipment provided office/remote	Operations Manager	
Induction (PowerPoint) – Mission & Culture, Service Quality, Safe Working, Code of Behaviour, Q&A	Operations Manager	



Programme Induction for Academic Staff	Person Responsible	Date Completed
Programme Induction -overview of programme strategy and objectives, programme team roles and responsibilities, admin and support services	Programme Leader	
Overview of specific duties and responsibilities of the role	Programme Leader	
Teaching and Learning Guidelines <ul style="list-style-type: none"> <li>• VLE – LearnUpon</li> <li>• CO-CREATES model of UDL</li> <li>• Communication and Interaction Guidelines for Online Environments</li> <li>• Providing feedback and feedforward to learners</li> <li>• Responding to feedback from learners</li> <li>• Data Protection and Privacy</li> <li>• Student Support Team involved in supporting blended learning: Studies Advisor etc</li> <li>• Supporting Academic Integrity</li> <li>• Assessment process, standards and timelines</li> <li>• Research ethics</li> <li>• Creating content – Intellectual Property, Copyright, Open Source and Creative Commons Licensing</li> </ul>	Programme Leader	
Skills Audit to identify staff training needs. <i>(please note on CPD file)</i>	Director of Academic Affairs/Programme Leader	
Personal Development Plan agreed with timescales	Programme Leader	
Staff mentor assigned: Name: _____	Programme Leader	
Performance Review Process outlined	Programme Leader	
National Forum Digital Badges	Programme Leader	
In-house staff training on the implementation of CO-CREATES (12-weeks)	Programme Leader	<i>Start date:</i>  <i>End date:</i>
Induction complete		

**Signature of Programme Leader:**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Signature of new staff member:**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*Please return to the Operations Manager when induction is completed.*

## 12 APPENDIX L ACADEMIC INTEGRITY REPORT TEMPLATE

 <b>CHEVRON</b> COLLEGE	<b>Academic Integrity Report</b>	Version: 1.0

Student Details	
PPS No:	
Name	
Programme Code	
Programme Title	

Assessment Details			
Academic Stage		Semester	
Module Code:	Module Title:		
Lecturer			
Assessment Title			
Date of Assessment:		Type: <i>Individual or Group</i>	

Details of Suspected Academic Misconduct
This student is suspected of:  <i>Supporting documentation must be included with this report</i>

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Programme Leader

Academic Misconduct Panel Hearing	
Date:	
Chair	Name: _____ Signature: _____ _____
Panel Member	Name: _____ Signature: _____ _____
Panel Member	Name: _____ Signature: _____ _____
Decision	
Penalty Applied	

## 13 APPENDIX M DRAFT RESEARCH ETHICS POLICY

### 13.1.1 RESEARCH ETHICS COMMITTEE

#### 1. Purpose

The Research Ethics Committee (REC) is a sub-committee of Chevron's Academic Council and will be convened to ensure ethical acceptability and practice of all research proposed or undertaken by staff or students within or on behalf of, Chevron College.

These Terms of Reference, and any amendments hereto, require the approval of Chevron's Academic Council.

#### 2. Membership

- External Chair of Academic Council? (Chair)
- Programme staff concerned
- At least one external member of the Academic Council.
- Programme Administrator or Chair's nominee (Secretary)

2.1 The REC will be established within a tiered structure of two or more committees, to consider research proposals at organisation and programme level. The committee may consider proposals from more than one programme and the membership can be expanded by the Chair as required.

2.2 Where a member of Chevron's Academic staff wishes to undertake/collaborate on a research project, they will be required to submit a formal Research Ethics Application to the REC. The staff member will not participate in the review of the proposal by the Committee.

2.3 Students who wish to conduct research as part of their programme of study will be required to submit a formal Research Ethics Application to Chevron via Turnitin for approval. The Programme Leader will convene an ethics sub-committee (PREC) of a minimum of three people who are appropriately qualified to consider the proposal. This committee will include Chevron's Director of Academic Affairs.

2.3 Ethics committees will be convened as required and in a timely manner to facilitate staff/students to meet deadlines, including sufficient time for a resubmission of the proposal, if required.

2.4 The committee is considered quorate when the Chair and a minimum of two other members are present. Members may attend in person or by Zoom link, at the discretion of the Chair.

### 3. Terms of Reference

3.1 The Research Ethics Committee (REC) is responsible for research ethics governance within Chevron College. It has oversight of the development, implementation, monitoring and evaluation of all policies and procedures in relation to research.

3.2 All research carried out by members of Chevron College will be conducted in accordance with acceptable research standards and practices. The European Code of Conduct for Research Integrity<sup>1</sup> specifies four basic principles that underpin all research integrity and good practice in carrying out research, which are aligned with the National Policy Statement on Ensuring Research Integrity in Ireland<sup>2</sup> and which we endorse here. These are principles that all researchers and practitioners should observe directly in performing their own individual research, and in dealings with research partners and the audience that receives their research reports. The principles are:

- Reliability in ensuring the quality of research, reflected in the design, the methodology, the analysis and the use of resources.
- Honesty in developing, undertaking, reviewing, reporting and communicating research in a transparent, fair, full and unbiased way.
- Respect for colleagues, research participants, society, ecosystems, cultural heritage and the environment.
- Accountability for the research from idea to publication, for its management and organisation, for training, supervision and mentoring, and for its wider impacts.

3.3 It is the responsibility of the REC to protect the rights and welfare of all human participants in research conducted by or involving, members of Chevron College. Formal ethics approval is required for any research involving human participation, human material or personal or sensitive data. Research may not begin until receipt of formal approval by email for the REC Chair.

3.4 In some cases, where collaborative research has been formally approved by an appropriately qualified ethics committee, separate ethics approval may not be required. However, the REC must be notified of the research project and any collaborative

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<sup>1</sup> [https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/guidance/european-code-of-conduct-for-research-integrity\\_horizon\\_en.pdf](https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/guidance/european-code-of-conduct-for-research-integrity_horizon_en.pdf)

<sup>2</sup> [https://www.iaa.ie/wp-content/uploads/2019/08/IUA\\_Research\\_Integrity\\_in\\_Ireland\\_Report\\_2019.pdf](https://www.iaa.ie/wp-content/uploads/2019/08/IUA_Research_Integrity_in_Ireland_Report_2019.pdf)

research by a member of Chevron College must not commence before approval has been sanctioned.

3.5 Chevron College is committed to ensuring that all research conducted by students as part of its programmes is conducted with integrity and good research practices are upheld. It is the responsibility of each Programme Leader to ensure that assignment briefs which will involve student research are reviewed and approved by the REC before the beginning of the academic year.

3.6 It is the responsibility of each Programme Leader to ensure that all students are aware that any research involving human participation, human material or personal or sensitive data, will require formal approval from a Programme Research Ethics Committee (PREC). Any research involving direct contact with children or vulnerable adults by students should be avoided at all times. Research may not begin until receipt of formal approval by email from the Programme Leader.

3.7 It is the responsibility of the Module Leader to monitor student research projects. Any breach of ethics, including falsification/fabrication of data will be dealt with under the procedures outlined in Chevron's Academic Integrity Policy.

3.8 Research conducted by a student without formal ethics approval by a PREC will be considered serious academic misconduct and dealt with under the procedures outlined in Chevron's Academic Integrity Policy. Any work submitted will not be corrected and the student will be required to change topic to ensure that any data collected cannot be used.

3.9 Programme Leaders will provide a summary and evaluation of research activities by students to the Chair of the REC following each Programme Board meeting.

3.10 The Secretary will keep formal minutes of the REC meeting, recording the proposals received and the decisions made. Each academic member of the committee has equal voting rights. Decisions are made by majority vote and any dissent must be recorded.

3.11 The Chair will prepare and submit an annual report on research at Chevron College to include recommendations on further development of policies and procedures to the Academic Council.

3.12 These terms of reference will be formally reviewed by the Academic Council not less than once every three years.

Chevron College

Date ?? December 2021(V1.0)

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### 13.1.2 ETHICS REVIEW OF UNDERGRADUATE RESEARCH AT PROGRAMME LEVEL

[Information for students]

To facilitate good research ethics governance at Chevron College, each Programme will have appropriate mechanisms for the review of undergraduate research undertaken as part completion of module learning outcomes at programme level.

**Any proposed research by a student involving human participation, human material or personal or sensitive data, will require formal approval from a Programme Research Ethics Committee (PREC). Any research involving direct contact with children or vulnerable adults must be avoided at all times.**

Each programme will develop its own policies and procedures for ethics review of proposed research projects, in line with best practice and as appropriate to their discipline as follows:

- Students will be required to submit Research Ethics Application Form to Chevron via Turnitin for approval before undertaking a research project.
- Each research application will be reviewed by the Programme Research Ethics Committee (PREC).
- An email confirming research approval will be sent to the applicant by the Programme Leader. Research may not begin until receipt of formal approval.
- Research conducted without formal ethics approval will be considered serious academic misconduct and dealt with under the procedures outlined in Chevron's Academic Integrity Policy. Any work submitted will not be corrected and the student will be required to change topic to ensure that any data collected cannot be used.



## Research Ethics Application Form

Name of applicant:

Date:

Student email:

Programme:

Year:

Module:

Supervisor:

Is this a resubmission? Yes/No

[Sample questions to be developed as appropriate]

Project Working Title:

Project Goal:

Project Rationale and Benefits:

Describe your research participants

Please outline your proposed research methods (survey/interview/focus group):

What are your Research Questions?:

How will your research be reported. With whom will it be shared?

How and for how long will your research be stored?

Consent – Describe the process for obtaining consent from participants. How can participants withdraw consent?