

# The Institute of Banking

## Quality Assurance and Quality Enhancement Policy

### Contact

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# Institute of Banking – Quality Assurance and Quality Enhancement Policy

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## 1. Introduction

The Institute of Banking (the Institute) is a recognised college of UCD. Its aim is to equip financial services professionals, through education and continuing professional development, with the knowledge and skills necessary to meet the changing needs of the financial services sector. The Institute delivers part time programmes, accredited by UCD, throughout the island of Ireland. As set out in the MOA between the University and the Institute, the Institute applies the same accreditation, academic oversight and related processes to its academic programmes as those applied by UCD academic units, and the academic activities of the Institute are subject to the same academic quality assurance processes (e.g. periodic unit and programme review) as UCD academic units and programmes.

As a linked provider, the Institute is also subject to review by the University through approval of its quality assurance procedures by the University, periodic Quality Review of the Institute by the University and regular reporting to the University via the UCD-IoB Academic Programme Board.

The Institute aims to provide a stimulating environment for teaching and learning and seeks to continuously enhance the provision of teaching and learning in the delivery of accredited programmes to its student population.

The Institute's approach to quality assurance and quality enhancement is to ensure the Institute reaches the highest standards required for university programmes and awards for the benefit of the student learning experience. It does this by seeking to learn from best practice in teaching and learning and validate its standards through ongoing external and periodic quality review.

Quality enhancement is the process of continuous improvement. And the Institute operates an integrated system for quality assurance and enhancement which contributes to the achievement of the Institute's strategy.

The University is responsible for the academic standards of awards made in its name, and for ensuring that the quality of learning experiences is adequate and appropriate, to enable students to achieve these standards. The University through the recognised college mechanism has delegated authority to the Institute to implement systems and procedures for assuring and enhancing the academic standards of awards and the quality of its educational provision. The mechanisms which the Institute implements include:

- Robust governance of the academic activities of the Institute;
- Robust programme approval and curriculum review processes;
- Module evaluation;
- External Examiner Reports;
- Procedures for the appointment of staff and programmes for their ongoing professional development;
- Student Representation; e.g. Student/Staff Consultative Forum or equivalent; and membership of the UCD-IoB Academic Programme Board;

- Systematic student participation and feedback in QA/QE processes;
- Regular review of QA/QE processes.

## 2. Purpose

The aim of the Institute's quality assurance and quality enhancement policy is to enhance the effectiveness of its core activities of programme development, teaching and assessment and their effective management.

The policy addresses all areas of Institute academic activity taking account of their contribution to, and alignment with, the standards required by the University and the Institute's strategic objectives.

## 3. Principles

- Quality teaching and learning and support services, and continuous improvement are core values. Quality assurance and continuous improvement are understood to be the joint responsibility of staff, management, and the collegial and governance bodies of the Institute.
- Benchmarking and evidence based approach. The Institute evaluates its standards against best practice in UCD, external assessment and against appropriate national codes and standards. Its quality assurance processes are evidence-based, where feedback from stakeholders (including students, staff, employers, regulators, as appropriate) will provide the basis for analyses and conclusions on which improvements are planned.

## 4. Features

1. A commitment to involvement of staff, students and stakeholders in the quality assurance process;
  - Systematic collection of evidence relating to quality assurance activities;
  - External assessment of programmes
  - Multiple channels for student and staff input to quality assurance and quality enhancement such as: Periodic Quality Review; Module Evaluation and Programme Review.
  - Publish impartial and objective reports of quality reviews;
  - Publish the Quality Improvement Plan developed as part of any future Periodic Quality Review undertaken by UCD;
  - Provision of opportunities and support for the continuing professional development of staff.
2. Robust and accountable governance, management and decision-making relating to academic activities and the quality assurance and quality enhancement policy framework.
  - Effective organisational structures to oversee quality assurance processes and the development and implementation of quality improvement plans;
  - A process for monitoring the progress of implementation of the recommendations arising from Quality Review Reports;

- The Institute will periodically monitor the effectiveness of its quality assurance and enhancement mechanisms to ensure that they are operating in accordance with best practice.
3. A commitment to assessing outcomes and processes against the highest standards;
- Benchmarking of quality assurance processes with UCD best practices.
  - Benchmarking of quality assurance against statutory codes.

## 5. Monitoring and Review of this Policy

The Institute regularly reviews its approach to quality, to ensure that it remains appropriate and fit-for-purpose. The effectiveness of the Institute's approach to quality is benchmarked and evaluated through ongoing reflection on, for example:

- Relevant legislation and regulation including Qualifications and Quality Assurance (Education and Training) Act 2012.
- Mapping Institute practice to UCD practice and policy and relevant external references, such as the Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015) and QQI Core Statutory Guidelines (2015); Guidelines for Flexible and Distributed Learning (2015).
- Outcomes of Quality Review.
- Feedback from external and internal quality reviewers.
- Reports from external examiners.
- Student and graduate feedback.
- Employer feedback.