



A recognised
college of UCD

IOB

Quality Assurance Handbook

Contact

IOB

IFSC, 1 North Wall Quay, Dublin 1, Ireland

T: +353 (0)1 611 6500 | Email: info@iob.ie | Web: www.iob.ie

Contents

IOB.....	1
Quality Assurance Handbook.....	1
Introduction.....	6
General Criteria.....	7
A-The Quality Assurance System is Embedded and Maintained on a Cross Institutional Basis.....	7
Introduction.....	7
Integrated Institutional Quality Assurance System.....	8
Governance.....	9
System of academic governance.....	10
Supporting a Quality Culture.....	13
B - The quality assurance system should support public confidence in the provider institution and its capacity to provide programmes to agreed standards.....	16
Supporting Public Confidence in IOB.....	16
C - Quality Assurance Findings are Systematically Analysed and Drive Enhancement.....	17
Introduction.....	17
Institutional Review.....	17
External Examiner Response and Annual Programme Review and Action Plans.....	17
Student Feedback.....	18
Faculty Feedback.....	18
D – Key Findings from Quality Review are Published and Agreed Actions Are Followed Up.....	19
Institutional Quality Review.....	19
E – Quality Assurance Policies and Procedures are Documented and Accessible, and their Effectiveness Periodically Reviewed.....	19
Quality Assurance Policies and Procedures.....	19
F – Procedures for Quality Assurance Should Include Appropriate Opportunities for Student Participation and Independent External Representation.....	20
Student Representation.....	20



A recognised college of UCD

Independent External Representation	21
Specific Criteria	22
G – Governance and Management of Quality Assurance (Including a QA Policy)	22
Governance and Management of Quality Assurance (Including a QA Policy)	22
H – Documented Approach to Quality Assurance	23
Documented Approach to Quality Assurance	23
I – Programmes of Education and Training	24
Programme Development and Approval	24
Learner Admission, Progression and Recognition	26
Credit	26
Entry Arrangements	27
Transfer and Progression	27
Information	28
Programme Monitoring and Review	28
Programmatic Review	29
Protection for Enrolled Learners	30
J – Teaching & Learning	31
Teaching and Learning Policy	31
Learning Environment	32
National and International Practice	33
K – Assessment of Learning Achievement	33
Assessment Design, Methodologies and Practice	33
External Examiners	34
Examination Regulations	35
Grading	35
Grade Approvals Process (GAP)	35
Feedback	36
Appeals	37



A recognised college of UCD

L – Staff and Faculty Recruitment, Management and Development.....	37
Full time staff and faculty in IOB.....	37
Recruitment and Selection	38
Faculty Communication.....	38
Faculty Development.....	39
Protocols for Staff Undertaking IOB Programmes.....	39
M – Support for Learners.....	40
Introduction.....	40
Equality.....	40
Diversity and Inclusion.....	40
Dignity and Respect.....	41
Prospective Students.....	41
Enrolled/Continuing Students.....	41
Student Welfare.....	42
Access to services.....	43
Learner representation.....	43
Graduates.....	43
Career Guidance.....	43
Continuing Professional Development.....	44
Events.....	44
N – Information and Data Management.....	45
Information Systems.....	45
Enterprise Management System Overview.....	46
Learner Information Systems.....	46
Management Information Systems.....	47
Records Maintenance and Retention.....	48
Data Protection.....	48
O – Public Information and Communication.....	48



A recognised college of UCD

Public Information	48
Learner Information.....	49
Publication of Quality Assurance Evaluation Reports	49
P – Self Evaluation, Monitoring and Review	50
Internal Self-Monitoring.....	50
Oversight.....	50
Self-Evaluation and Improvement and Enhancement.....	51
Q – Other Parties Involved in Education and Training	52
Peer Relationships.....	52
External Relationships	53
Expert Panelists, Examiners and Authenticators.....	53
R – Comprehensive Quality Assurance Framework	54
Quality Assurance Framework.....	54
Appendix 1 – Terms of Reference of IOB-UCD Programme Board	56
Institute of Bankers – University College Dublin (IOB-UCD) Academic Programme Board Terms of Reference	56


Introduction

This QA handbook sets out the overarching quality assurance framework for IOB, including specific policies that support the delivery of a quality student learning experience at the standard required for a recognised College of UCD.

IOB is a community of learners, industry experts, academics and specialist departments supporting the delivery of quality education. The quality assurance mechanisms within IOB's QA framework seek to leverage the insights and experience of these groups to continuously enhance the learning experience for our students, who undertake a range of third level programmes. The education structure in IOB is in the form of programmes categorized into "Pods" reflecting an area of financial services specialization, for example the credit and risk programmes, the funds programmes, governance and compliance programmes. Within these Pods we have Programme Directors and Programme Managers who support the overall Programme. In IOB we have developed Graduate Attributes through consultation with stakeholders and research which indicates the profile of one of our graduates. At IOB our graduates will be:

- Technically skilled
- Adept users of information for decision making
- Agile users of technology
- Effective communicators
- Culturally and ethically aware
- Lifelong students

The framework and policies set out within this document are themselves underpinned by more detailed procedures and documentation which provide IOB's leaders with the information necessary to develop new programmes, review and enhance existing ones and respond to changing student needs. IOB undertakes such enhancements in the context of the statutory requirements, codes and other national and international guidelines to safeguard the third level sector and its reputation. The document has been written to correspond to the QA criteria as set out in UCD's Procedures for the Approval of UCD Linked Provider Quality Assurance Procedures.



Dr. Margaret Fitzsimons

Dean and Chief Learning Officer, IOB

General Criteria

A–The Quality Assurance System is Embedded and Maintained on a Cross Institutional Basis

Introduction

The Institute of Bankers in Ireland (trading as IOB) was founded in 1898 with 719 members. Andrew Jameson, of the distilling family and a former governor of Bank of Ireland, played a key role in setting up the Institute. The first president of the Institute was Charles Martin, the then governor of the Bank of Ireland.

The focus of the new Institute was on education. Its first goal was “to enable its members to acquire a knowledge of the theory and practice of banking, and to promote the consideration and discussion of matters of interest to the profession”.

This was not just empty rhetoric. From the beginning, the Institute committed itself to holding exams every May. Those who passed the two-part exam received the Certificate of the Institute.

A key milestone in the Institute’s history was the partnership it formed with University College Dublin (UCD) in 1990 to develop and offer the Bachelor of Financial Services (BFS) degree. In 2006, it entered into a long-term strategic alliance with UCD to enhance and develop education and research in banking and financial services. As part of this alliance, the Institute became the first recognised school of UCD. In 2011 the Institute became a recognised college of UCD.

In 2019 The Institute of Banking changed to IOB. The new name better reflects the vision and membership base. Today, in 2023, IOB is the largest professional institute in Ireland with a community of over 33,000 members who work in international and local banking and financial services in the Republic of Ireland and Northern Ireland.

IOB offers a range of programmes at NFQ levels 7, 8 and 9 to its members. Many of its programmes are special purpose awards, which seek to develop specialist knowledge and skills in the different sectors of the financial services industry.

The design and delivery of education programmes for the industry takes account of the fact that most participants combine work and study. Also, while activity in financial services is primarily concentrated in the larger urban Centre's (Dublin, Belfast, and Cork), IOB must also serve the needs of those in the industry employed in other locations across the island of Ireland. In 2020, as a direct response to the COVID-19 pandemic, IOB changed to fully online delivery, both in terms of teaching and assessment. IOB has committed to remaining online and/or blended delivery where appropriate for 2023/24 and will review its mode of delivery as part of the programme review process.

Integrated Institutional Quality Assurance System

IOB operates an integrated system for quality assurance and enhancement in the design, development and management of all of its educational programmes. In the development of its QA systems IOB has taken cognisance of UCD QA processes, as well as QQI Core Statutory Guidelines, and the ESG (Standards and Guidelines for Quality Assurance in the European Higher Education Area).

- UCD Quality Review Procedures
[UCD Quality Review Procedures](#)
- Qualifications and Quality Assurance Act (2012)
www.irishstatutebook.ie
- QQI Policy on Quality Assurance Guidelines (2016)
[www.qqi.ie/Quality Assurance Guidelines \(2016\)](http://www.qqi.ie/Quality Assurance Guidelines (2016))
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015)
[Standards and Guidelines for QA in EHEA](#)

IOB also takes account of relevant financial services regulations with regard to the provision programmes in the sector. Specifically, minimum competency and fitness and probity.

- [Minimum Competency | Central Bank of Ireland](#)
- [Fitness & Probity | Central Bank of Ireland | Central Bank of Ireland](#)

Governance

Although IOB is a recognised college of University College Dublin, it is also a separate and distinct corporate body. The Council of IOB (Council) is responsible for corporate governance, strategy, financial and administrative affairs within IOB.

Under the terms of the Memorandum of Agreement (MOA) between IOB and UCD, those educational programmes of IOB that are accredited by UCD are subject to the following governance procedures:

- UCD and IOB have established a UCD–IOB Strategic Management Committee, reporting to the Council of IOB and also accountable to UCD Governing Authority, comprising members of the senior management team from IOB and from UCD, which are responsible for developing the strategic alliance between the two institutions. The UCD–IOB Strategic Management Committee meets three times per year.
- On becoming a recognised college, UCD Academic Council established an IOB–UCD Programme Board which is responsible to the UCD University Programme Board and to Academic Council of UCD for the design, development, regulation, and quality, and for overseeing the delivery of all programmes offered by IOB that lead to awards of the University.

Governance of IOB and its activities is depicted in figure 1 below.

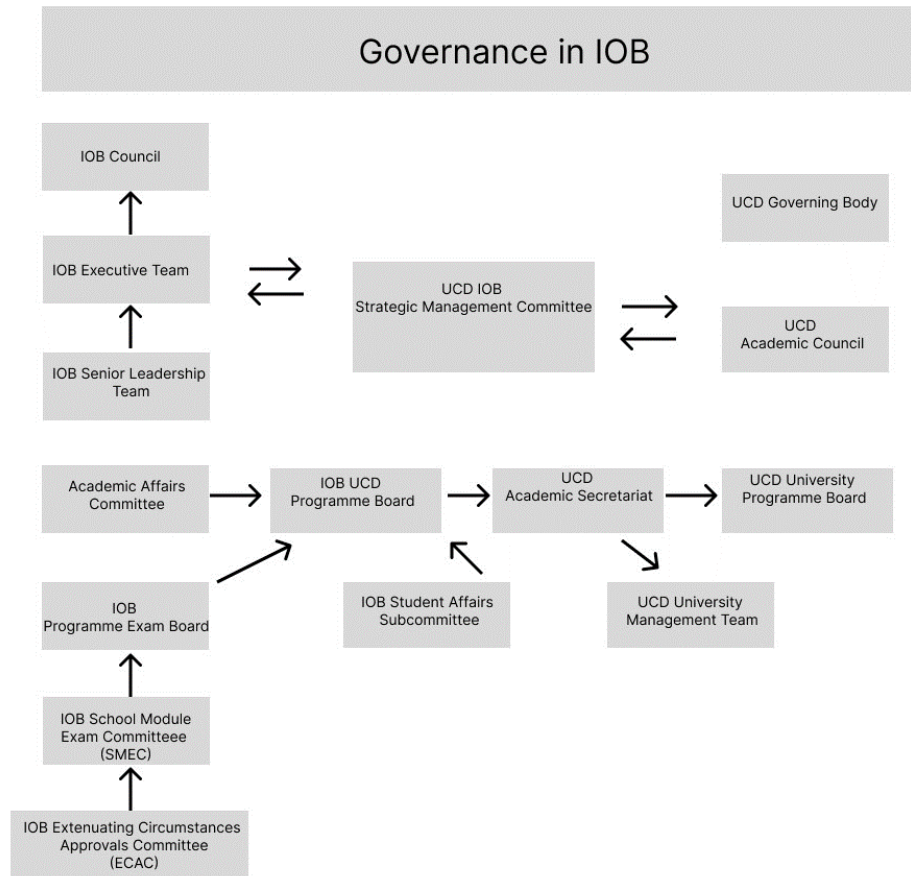


Figure 1. Governance in IOB

It is important to note that the alliance is between IOB and the University (UCD) as a whole. This allows IOB to interact with the range of Schools that may be relevant to its mission on a peer-to-peer basis.

System of academic governance

ACADEMIC STANDARDS AND QUALITY ASSURANCE

UCD is required to ensure that the quality of the academic activities of IOB meets the standards required for the award of UCD qualifications. The IOB-UCD Programme Board is the vehicle through which academic standards are governed for all programmes of IOB that lead to awards of the University.

IOB designs and delivers accredited programmes across the financial services sector. The programmes of IOB are also offered to members of other professional bodies such as the Compliance Institute (CI).

The Programme Board reports to UCD Academic Council through the UCD University Programme Board (UPB) and the UCD University Management Team (UMT). The terms of reference of the Programme Board are given in [Appendix 1 – Terms of Reference of IOB-UCD Programme Board](#). The terms of reference provide for the appointment of sub-committees to enable it to carry out its academic supervision of IOB.

The membership of the Programme Board includes designated senior academics from IOB and UCD as well as currently registered student members.

Two such sub committees have been established, covering the areas of:

1. Student Affairs Subcommittee: for example, admissions, Recognised Prior Learning (RPL), extenuating circumstance etc., and
2. Student Assessment and Progression: School Module Exam Committee (SMEC), Extenuating Circumstances Approval Committee (ECAC) and Programme Examination Board (PEB).

Under the supervision of the Programme Board, IOB has adopted a range of policies and processes for assuring and enhancing the academic standards of its programmes and awards. These include:

- Programme approval
- Periodic programmatic review processes
- Programme and module teaching, learning and assessment strategy
- Annual module and programme review and enhancement processes
- External examiner assurance of academic standards
- Faculty recruitment policy and process
- Faculty development programmes
- Communication and student information policies
- Student representation on committees
- Systematic student involvement in the QA/QE processes.
- Annual review of QA/QE processes

In addition, IOB is subject to periodic review of its standards by the University. This review takes the form of an evaluation of IOB's quality assurance policies and procedures followed by a detailed on-site inspection to assess the efficacy of the implementation of these in IOB.

All programmes of IOB operate under the following Academic Regulations of the University. References to these regulations are published in the prospectus and other programme-related

documentation of IOB in digital form, on IOB's website. These provide clarity to students and faculty on the standards required for ensuring the academic integrity of IOB's programmes.

- Academic Regulations of UCD [Academic Regulations](#)
- New programme approval www.ucd.ie/registry
- Programme change www.ucd.ie/registry
- Extenuating Circumstances [Extenuating Circumstances Policy IOB](#)
- UCD Plagiarism Policy [UCD Plagiarism Policy](#)
- UCD Recognition of Prior Learning (RPL) [Recognition of Prior Learning RPL](#)
- Student Complaint Protocol [Student Complaint Protocol](#)
- Student Code and discipline [Student code of conduct IOB](#)
- Assessment Appeals [Assessment Appeals IOB](#)

Under the supervision of the Programme Board, IOB uses the following quality assurance mechanisms in its management and enhancement of academic standards.

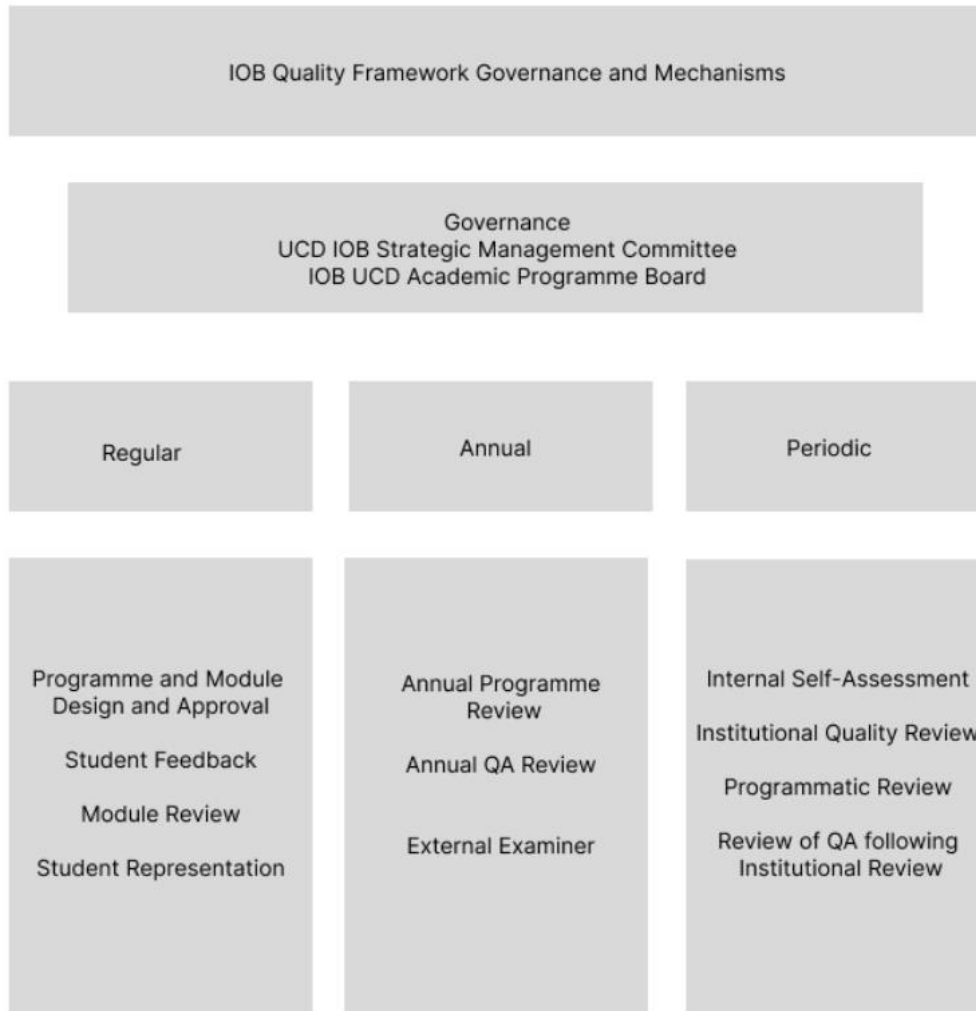


Figure 2. IOB Quality Framework

Supporting a Quality Culture

It is the responsibility of the Dean to uphold the academic quality of accredited programmes in IOB. The Registrar is responsible for the development and deployment of quality assurance processes in the delivery of all such programmes. The Dean and the Registrar are members of the IOB-UCD Programme Board.

The Dean leads the academic faculty in the delivery of a quality learning experience for students. The Registrar, supported by the Deputy Registrar and the Regulation and Standards Lead, leads the

development of policies and procedures to ensure appropriate standards are in place for third level programmes.

Operational planning, control and management of educational activities within IOB is managed by a cross functional team, comprising of the Dean, Programme Directors and the Registrar and members of the Registry and Designation Systems and Services team. This management operates, at all times, within the framework of academic quality control set down by the Programme Board.

At the programme level, the Programme Director has primary responsibility for quality standards and enhancement. IOB organises its programmes according to specific skill and knowledge domains in financial services. For example, IOB has a number of programmes within its “Risk” portfolio (or pod) and Programme Directors are responsible for the programmes within their POD(s). He/she works with Module Co-coordinators to ensure that modules and programmes meet the standards required for UCD awards. Each programme has a dedicated programme manager with responsibility for co-ordination of all activities in support of students, including registration, submission of requests to sub-committee and the Programme Board, ongoing student communication, scheduling of assessments and compilation of results for approval at School Module Exam Committee (SMEC) the Programme Examination Board (PEB). IOB has a Regulation and Standards Lead, who reports to the Registrar. The Deputy Registrar, supported by the Regulation and Standards Lead, works with each programme team to ensure that standards are met, manages the appeals and complaints processes and the relationships with the external examiners. The Regulation and Standards Lead provides secretariat support for the Academic Affairs Committee and student affairs sub-committee of the IOB UCD Programme Board and also attends the exam subcommittees of the IOB UCD Programme Board.

The day-to-day quality of the student experience is implemented and managed by Programme Directors, Module Coordinators, Programme Managers, Learner Relationship Services, Registry and Designation Systems and Services and IT who operate at the front line of the end-to-end student experience. Information on admissions, IT services and programme quality is collected and reviewed and feeds into programme review and enhancement plans. These in turn are considered by the Academic Affairs Committee and reported to the IOB-UCD Programme Board.

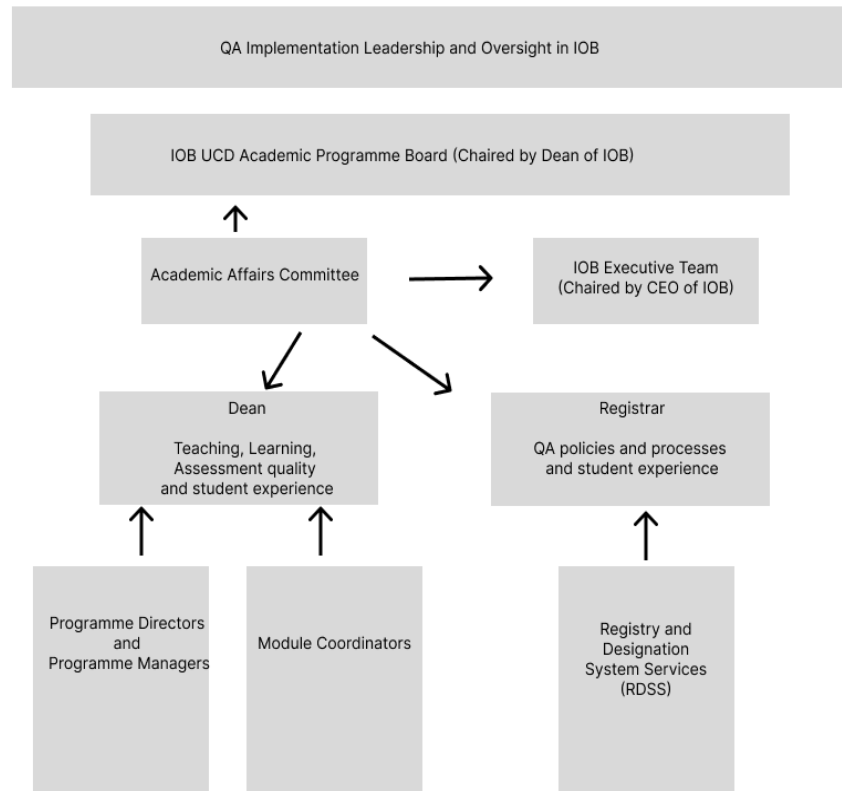


Figure 3. QA Implementation Leadership and Oversight in IOB

B – The quality assurance system should support public confidence in the provider institution and its capacity to provide programmes to agreed standards

Supporting Public Confidence in IOB

IOB is confident in its capacity to provide programmes at the appropriate standards. The following processes operate to provide the checks and balances on which this confidence is founded.

- Publication of a prospectus and online resources which include details of IOB programmes, admission processes, admission criteria, and regulations. [IOB.ie](#)
- Published quality assurance procedures informed by the University Quality Office guidelines and by QQI's Core Statutory Guidelines [QQI Statutory Guidelines](#) and QQI topic specific guidelines with regard to flexible and distributed learning [QQI QA Guidelines](#)
- External review and publication of review reports and quality improvement plans – Key findings from quality reviews are published and agreed actions are followed up. In 2018 UCD undertook an institutional review of IOB. The review panel's report was published and is available on UCD's and IOB's website [Info | IOB](#)
- Representation of students on key academic committees and programme reviews and evaluations.
- Representation on IOB's Council by senior executive officers from financial institutions and an independent director who sits on key governance committees of IOB. [Info | IOB](#)

IOB also takes account of relevant financial services regulations with regard to the provision of programmes in the sector. Specifically, minimum competency and fitness and probity. [See Section A \(Integrated Institutional Quality Assurance System\)](#)

C – Quality Assurance Findings are Systematically Analysed and Drive Enhancement

Introduction

IOB captures a range of information through several channels. It also considers information that arises from reviews of programmes, QA, institutional review, and reviews of internal administrative processes. IOB uses a number of key documents to collate all the information gathered with the module review form, annual programme review form and annual programme action plan for quality enhancement being the main documents in respect of its regular and annual quality assurance process. Process reviews and periodic programmatic and institutional reviews use additional documentation which collates evidence gathered from a range of sources.

In the case of all information that is gathered and generated, IOB discusses it with Programme Directors tasked with action plans for programmes and programmatic reviews (overseen by the Dean) and the Dean and Registrar take responsibility for wider institutional or self-assessment quality enhancement plans that fall within their remit.

Institutional Review

In 2018 UCD undertook an institutional review of IOB. The review panel's report was published and is available in UCD's and the IOB's websites www.ucd.ie and [Info | IOB](#)

A quality improvement plan was developed pursuant to these findings and a progress update was submitted and was formally considered by the University Management Team.

External Examiner Response and Annual Programme Review and Action Plans

External examiner reports are reviewed by Programme Managers and Programme Directors and form part of the programme reporting documentation. All external examiner comments are considered at the programme examination boards as part of the module assessment review process. The external examiner comments form part of the annual module and programme review and enhancement process.

Student Feedback

Student feedback is a key source of information for the improvement of programmes and services. IOB surveys students on its accredited programmes at least once annually. Survey data provides information which informs the annual programme action plan arising out of the programme annual review.

IOB also captures and categorises feedback from students through Salesforce, a customer relationship management system which is used by IOB's learner relationship service advisors and programme management teams. It allows specific issues to be readily identified and addressed or items to be included in specific annual programme action plans or implemented as part of a thematic action plan across programmes or services. Reports from Salesforce are also used by many teams in IOB to identify areas for enhancement. IOB publishes details of programme enhancements periodically through its website.

IOB surveys graduates of its programmes annually. Results of surveys are combined with other programme and module information as part of the annual module and programme review reports.

The feedback is analysed by module and programme coordinators and key trends and issues are highlighted on the annual module and programme review reports. These reports are in turn reviewed by the Academic Affairs Committee.

The survey data provides information which informs the annual programme action plan for quality enhancement arising out of the programme annual review. The Academic Affairs Committee also assesses the module and programme review reports for instances of good practice that may be applicable across programmes.

Staff-student forums enable the programme faculty and programme management staff to understand student concerns during the Trimester. This is an important mechanism to address any quality concerns in real time.

Faculty Feedback

As part of the annual module and programme review process, feedback is sought from module coordinators during the year and at the end of year programme review and planning team meetings. Proposals for programme or module enhancements arising out of these meetings are captured in the annual programme action plan and evidenced on the Annual Review Form.

D – Key Findings from Quality Review are Published and Agreed Actions Are Followed Up

Institutional Quality Review

UCD collaborative partner arrangements are subject to periodic quality review – typically on a 7-year cycle. The last review took place in 2018 and the report of the outcome of this review was published. See [Section C \(Institutional Review\)](#) for reference to the published report. The next institutional review to review the effectiveness of IOB's procedures is scheduled for 2025.

E – Quality Assurance Policies and Procedures are Documented and Accessible, and their Effectiveness Periodically Reviewed

Quality Assurance Policies and Procedures

IOB's quality assurance procedures have been developed having regard to UCD Academic Regulations and Policies, UCD Quality Office guidelines and by QQI's Core Statutory Guidelines [QQI Statutory Guidelines](#) and QQI topic specific guidelines with regard to flexible and distributed learning [Statutory QA Guidelines for Flexible and Distributed Learning](#) and [Statutory QA Guidelines for Blended Learning Programmes.pdf \(qqi.ie\)](#)

Wherever possible IOB has adopted the policies of UCD without amendment. For example:

- Academic Regulations of UCD [Academic Regulations](#)
- New programme approval www.ucd.ie/registry
- Programme change www.ucd.ie/registry
- Extenuating Circumstances [Extenuating Circumstances Policy](#)
- UCD Plagiarism Policy [UCD Plagiarism Policy](#)
- UCD Recognition of Prior Learning (RPL) [Recognition of Prior Learning RPL](#)
- Student Complaint Protocol [Student Complaint Protocol](#)
- Student Code and discipline [Student code of conduct IOB](#)

- Assessment Appeals [Assessment Appeals IOB](#)

IOB has adapted certain policies to reflect the IOB's operating model and processes.

The policies and procedures have formal standing in IOB (and are published on [Info | IOB](#)). The application of the policies and procedures across the spectrum of education activities in IOB is intended to support an ethos of continuous improvement in the quality of IOB's education provision.

The Programme Board communicates changes in university policy that impact IOB. As part of the annual review of programmes, the Academic Affairs Committee reviews QA matters for compliance with policies and procedures and where necessary will amend a policy or procedure accordingly, with formal approval through the Programme Board.

F – Procedures for Quality Assurance Should Include Appropriate Opportunities for Student Participation and Independent External Representation

Student Representation

Student representatives participate in programme reviews. Their participation is intended to facilitate the student voice, in addition to student feedback on individual modules. Module-specific feedback should be brought to the attention of each module coordinator and or programme manager concerned in the first instance in order to remedy any issues as quickly as possible i.e., students should not wait until the programme reviews to raise matters of concern.

As per the terms of reference of the IOB-UCD Programme Board, student representatives sit on the Programme Board.

UCD's Guidelines for Linked Provider Institutional Review require students to participate in the Institutional review as part of the self-assessment coordinating group which is responsible for the preparation of the Self-Assessment Report. Students are also interviewed as part of the site visit by the review panel for the Institutional Review.

Independent External Representation

Objective independent oversight of IOB's operations is critical to the maintenance of standards and good practice in the provision of education to students. IOB combines ongoing external review (through external examiners) and governance (through an independent non-executive director) with formal periodic peer review (through UCD's linked provider review process).

External Examiner

IOB has adopted UCD guidelines on external examiners: [Subject Extern Examination Policy](#)

External examiners play a vital role in assisting IOB in fulfilling its obligations of assuring the academic standards and integrity of its modules leading to awards.

External examiners are formally approved and appointed by the Programme Board and recommended to the University. The Regulation and Standards Lead in IOB coordinates all external examiner activity independently of the Programme and/or Module Co-ordinators in IOB. The external examiner provides an annual extern report on academic standards as reviewed throughout the academic year.

Independent Director

IOB is governed by a board of directors known as the Council. The President, who chairs Council, and Deputy President ex officio, and an Independent Council member are elected at the IOB's Annual General Meeting. The independent council member provides a "sounding board" for the President. The independent Council member's responsibilities are set out in IOB's Corporate Governance Statement

[IOB Corporate Governance Statement 2015](#)

The independent director sits on a number of committees of the IOB. [Governance](#)

Peer review

UCD's collaborative partner arrangements, including linked providers of UCD, are subject to periodic review as required under the Qualifications and Quality Assurance (Education and Training) Act 2012. Details of this process are set out in the UCD Guidelines for Linked Providers Institutional Review (working draft).

In preparation for its next review and in accordance with the requirements of the Quality and Qualifications Act (2012) www.irishstatutebook.ie, UCD is required to review the effectiveness of the QA procedures of its linked providers. The IOB's procedures were first approved by UCD (Academic Council Quality Enhancement Committee May 2017), and these procedures are published on IOB's website [Governance](#).

Specific Criteria

G – Governance and Management of Quality Assurance (Including a QA Policy)

Governance and Management of Quality Assurance (Including a QA Policy)

IOB is a Linked Provider' of UCD. Under the 2012 Act, a linked provider is a provider that is not a Designated Awarding Body (DAB) but enters into an arrangement with a DAB under which arrangement the provider provides a programme of education and training that satisfies all or part of the prerequisites for an award of the DAB, e.g., a UCD Recognised College.

Under the 2012 Act each DAB has three core responsibilities concerning a Linked Provider:

1. To review and approve the Linked Provider Quality Assurance Framework.
2. To monitor the implementation of the Linked Provider Quality Assurance Framework.
3. To periodically review the effectiveness of the Linked Provider Quality Assurance Framework.

IOB's Quality Assurance policies operate within this context and IOB has published a Quality Assurance Policy [Quality Assurance and Quality Enhancement Policy](#) along with this Quality Assurance handbook as required by the Act. IOB's Quality Assurance policy and procedures have been developed with regard to UCD Academic Regulations and Policies, UCD Quality Office guidelines for Linked Providers and by QQI's Core Statutory Guidelines and QQI topic specific guidelines with regard to flexible and distributed learning.

Quality assurance in IOB spans all accredited education activity including programme development and review, teaching, learning and assessment, student services, module coordinator appointment and development, third party relationships, information and data management and institutional self-assessment and review.

Details as to the Governance and Management of Quality Assurance (Including Q&A Policy) are set out in [Section A \(Governance\)](#), [Section A \(System of Governance\)](#) and [Section A \(Supporting a Quality Culture\)](#).

H – Documented Approach to Quality Assurance

Documented Approach to Quality Assurance

IOB's quality assurance procedures and policies have been approved by UCD and are publicly available on IOB's website iob.ie

IOB publishes an annual prospectus which details:

- Name of the awarding body
- Title of award associated with the programme
- Level of the award on the National Framework of Qualification
- Criteria for participation on the programme including prior certificated learning
- Admission requirements
- Programme learning outcomes
- Arrangements for the recognition of prior learning for entry, for credit towards an award
- Any associated opportunities for progression including specific attainments (where required)
- Details of learning supports available
- Required information/documentation required from learners in order to make an application to a programme of study

Applicants can use the online programme pages to apply and these pages also contain information on the entry requirements and documentation required to apply. The terms and conditions as well as data protection notices are also published on iob.ie

IOB publishes a wide range of information that students may need during the course of their studies. This documentation is published in the Student Information section at [Info | IOB](#). In this section the following is published

- Academic regulations and policies. [See Section E \(Quality Assurance Policies and Procedures\)](#) for a list of published documents.
- An annual academic calendar of key dates for students and staff.

IOB has adopted UCD pro forma and templates for new programmes or programme changes and or module derogations available on UCD's website: [UCD Registry](#)

IOB also uses internal templates and proforma for its internal committees and processes.

All templates and proforma are reviewed regularly by the Registrar and the Academic Affairs Committee. This typically takes place in advance of the commencement of the new academic year.

I – Programmes of Education and Training

Programme Development and Approval

The general purpose of IOB's programme planning process for a new programme is to ensure that:

- The programme is consistent with IOB's strategy and with the existing policies of IOB.
- The programme satisfies an identified learning need and that its learning outcomes meet the needs of the financial services industry.
- The academic standards of the programme meet the requirements of the University and National Framework of Qualifications.
- There are sufficient resources to run the programme.
- It conforms with the policies of the University relating to access, transfer and progression.

Curriculum and programme planning is led by the Dean of IOB.

Programme Development Process

The UCD Programme Development, Approval and Review Framework (PDARF) sets out the formal institutional approval process by which new programmes and programme changes are considered, approved and implemented through the relevant academic governance structures (in this case, the IOB-UCD Programme Board, UCD University Programme Board and UCD University Management Team). IOB supplements this process with an internal process, which ensures new programme development or programme changes are consistent with the IOB's strategy and mission. IOB's programme development process is outlined in below:

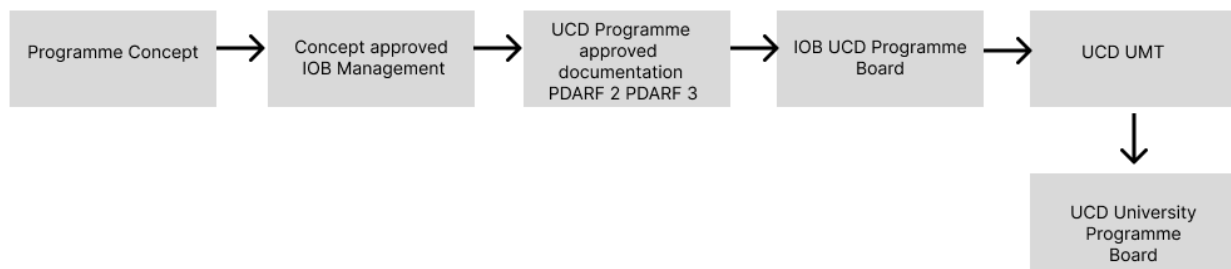


Figure 4. New Programme Approval in IOB

New programme proposals often emerge from discussions between IOB personnel and financial institutions as well as professional and representative bodies in the banking and financial services industry such as IFS Skillnet, the Banking and Payments Federation in Ireland (BPF), and the Compliance Institute.

New programme proposals are submitted in line with UCD’s academic calendar and university programme board and academic secretariat dates.

IOB has adopted a number of UCD approaches to the design and development of its programmes with reference to UCD teaching and learning resources.

Learner Admission, Progression and Recognition

Student admission, progression and recognition in IOB is overseen by the sub-committee of the IOB-UCD Programme Board. The committee reviews all admission, progression and recognised prior learning (RPL) requests to programmes. It is the formal decision-making body for programme admission, and admission decisions made by the committee are final.

IOB's policy with regard to access, transfer and progression is based on the basic structure of the QQI policy on Criteria for Access, Transfer and Progression in relation to Learners for Providers of Further and Higher Education and Training (2015) [ATP Policy Restatement Final 2018](#) This policy groups the procedures for learner admission, progression and recognition into four areas:

- Credit,
- Transfer and progression routes,
- Entry arrangements,
- Information provision

Credit

The UCD Academic Regulations apply for the definitions of credit and modules on IOB programmes.

- A module is a coherent and self-contained unit of learning, teaching and assessment, which comprises a defined volume of learning activity, expressed in terms of learning outcomes, which are in turn linked to assessment tasks. The volume of educational activity is expressed in hours of student effort, and which is linked directly to the credit value of the module.
- Credit: UCD operates a credit system whereby one ECTS credit corresponds to a norm of 20–25 hours of total student effort. UCD utilises the ECTS credit system with a strong emphasis on student effort and the achievement of learning outcomes as a mechanism for determining the award of credit. Student effort includes all lecture, tutorial, seminar and laboratory contact hours, all work required on assignments and projects, time spent in independent study or research, time spent revising for and completing assessments and any additional time and effort expected of a student enrolled to that module.
- All modules must be assigned credits to be awarded after satisfactory completion of the module and successful completion of any associated assessment.
- Module Size: An undergraduate module size of 5 ECTS credits is standard across the University. Larger modules (10, 15 or 20 ECTS credits) are permitted for specific educational purposes subject to the approval of the University Programmes Board.

- Graduate taught modules (excluding research and dissertation modules) may be delivered in sizes of 5,10, 15 or 20 ECTS credits.

IOB includes arrangements for recognition for prior learning both for admission and for credit towards an award. IOB has adopted the Recognised Prior Learning policy of the University [RPL Policy UCD](#)

Applications for recognised prior learning are considered by the Sub Committee of the IOB-UCD Programme Board based on academic judgement and published learning outcomes within a particular programme subject area.

Entry Arrangements

IOB publishes programme entry requirements as part of the programme information that is available to students in IOB's prospectus and on its website.

IOB stipulates the entry requirements to all its programmes when it submits a programme for approval to the IOB-UCD Programme Board and the UCD University Management Team using PDARF2 (new programme proposal) and UCD University Programme Board PDARF3 (new programme academic structure proposal). Once the programme is formally approved by the University, this information is reproduced on all information published about the programme thereafter. Candidates must meet the entry requirements in order to commence a programme of study.

Transfer and Progression

IOB has developed a flexible professional education curriculum that enables students to participate in different levels of education as they progress in their careers. Clearly articulated progression arrangements and minimum attainments in awards necessary to progress are integral to ensuring student clarity on programme options. IOB includes the progression information in its programme information, in its prospectus and website and it also works with learning and development teams within its corporate members where they have mapped career and progression to IOB's qualifications.

IOB adheres to UCD policy on progression and continuation as set out in Section 5 of the University Academic regulations. [UCD University Governance](#)

Information

IOB's programme brochures, prospectus and webpages for its accredited programmes provides the detailed programme information. The information within the prospectus and webpage is set out in [Section H \(Documented Approach to Quality Assurance\)](#) as are the published regulations ([as set out in Section E \(Quality Assurance Policies and Procedures\)](#)).

Programme Monitoring and Review

Annual Programme Review

To provide regular academic quality assurance and enhancement of each programme, IOB carries out regular monitoring of its modules and programmes culminating in an annual programme review report on the delivery of the programme in the previous academic year. The annual programme reviews take place each year.

Feedback from students is collected from a number of sources:

1. Student surveys (carried out at the end of each trimester)
2. Staff-student forums
3. Learning engagement reports
4. Student complaints (reviewed on an ongoing basis during each trimester)
5. Ad hoc feedback either to or from programme managers, module coordinators and or programme coordinators.
6. Graduate surveys
7. External examiner reports (provided in July and August)
8. Faculty feedback (collected ongoing during each Trimester)

The feedback is collated into several template reports:

- Annual module review form
- Annual programme review form
- Extern reports

The Programme Director assisted by the programme manager leads the review process. The data and review forms are discussed at the annual programme review meetings and on foot of these an annual programme action plan is developed which details the recommended actions for module and programme enhancement in the following academic year.

The annual module review and annual review form that are produced during the review process are considered by the Academic Affairs Committee and a report is submitted to the IOB-UCD Academic Programme Board and are also sent to the external examiners. The Dean has overall responsibility for ensuring that annual module and programme reviews take place and that action plans are created and implemented for each programme.

The main purposes of the annual monitoring of programmes are to:

- Evaluate the programme and its delivery.
- Ensure no deviation from academic standards.
- Consider the various reports of external examiners, feedback from students (current and graduate), feedback from faculty, feedback from employers, feedback from staff–student forums and any other feedback.
- Enable the Programme Director and the programme team to reflect on the programme and recommend programme changes and other modifications.
- Provide the basis for the preparation of an action plan for the development and enhancement of the programme.
- Provide the IOB-UCD Programme Board with the necessary information to assure the quality of programmes within their remit; and,
- Enable the Academic Affairs Committee to appropriately plan and resource in order to take action to enhance the quality of its programmes.

Programmatic Review

The programmes offered by IOB are formally reviewed and updated at least every five years to ensure the structure, outcomes and content remain current and appropriate in the context of the students and the financial services environment. This review process is designed to be self-reflective and IOB adopts a broad-based approach that is inclusive, and evidence based. One of the principal aims is to improve the programme and/or services provided by IOB and so recommendations and subsequent actions are monitored to ensure maximum benefit is achieved from the Review.

The Objectives of a Programmatic Review

Programme monitoring and review is taken as an opportunity to:

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

Regular programme monitoring provides information for periodic programme review. The information collected is analysed and the programme adapted to ensure it is up to date. Revised programme specifications are published.

Where a programme change is recommended by the Programme Review Team and agreed by the Programme Review Panel, IOB uses the UCD Programme Development, Approval and Review Framework (PDARF) through which programme changes are considered, approved and implemented through the relevant academic governance structures (in this case, the IOB-UCD Programme Board, UCD University Programme Board and UCD University Management Team).

The PDARF (in this case PDARF 7 (programme change proposal)) is considered by the IOB-UCD Programme Board for approval before recommendation for approval by the UCD University Management Team and UCD University Programme Board.

Programmatic review reports and PDARF7 forms are not published publicly, as the process typically requires consideration of commercially sensitive information.

Protection for Enrolled Learners

IOB has arrangements in place to meet a claim for refund in respect of special purpose awards with a duration of greater than three months.

J- Teaching & Learning

Teaching and Learning Policy

IOB is committed to putting its students at the centre of academic activities and enhancing the student experience. In an organisational context the Dean and Registrar are responsible for ensuring that IOB's teaching and learning and associated QA approaches are understood at executive level, and that there is sufficient investment in systems and personnel to support IOB's T&L approach.

At a programmatic level IOB seeks to develop programmes and teaching, learning and assessment that:

- Are academically rigorous and meaningful to students by being practically focused and relevant to their work experience and profiles as adult learners.
- Focus on learning and make the learning experience as accessible as possible to motivate and encourage lifelong learning.

A core pillar to support these objectives is a focus on effective curriculum design based on a critical assessment of the learning need and involving relevant stakeholders at every stage of the programme development. IOB has adopted a number of UCD approaches to the development of its programmes and has adopted UCD's curriculum review and enhancement guide in designing programme curricula.

[UCD Curriculum Review & Enhancement Guide](#)

This ensures that the curriculum is well planned and reflects the student profile, the flexible and distributed nature of IOB's delivery and ensures students are provided with optimal supports and opportunities to achieve the programme and module learning outcomes.

IOB has a Teaching, Learning and Assessment Strategy which informs curriculum development and pedagogy in IOB. [IOB Teaching Learning and Assessment Strategy 2021 - 2024](#)

IOB has developed a set of graduate attributes that inform programme development.

The Dean supported by senior staff in IOB leads the standards of teaching, learning and assessment in IOB. All modules are designed to ensure that teaching and assessment facilitates students in achieving the module and programme learning outcomes. Teaching sessions are well planned with required texts, readings, assigned tasks for teaching sessions and continuous assessments set out for students in module outlines or study guides (for blended and distance learning delivery). IOB's

eLearning is developed to include content (webinars delivered by subject matter experts), interactive tests and activities to facilitate student understanding, learning and achievement of the module learning outcomes. Programme module supports, developed or recommended by the faculty, are provided to students through IOB's student portal IOB Learn which is the repository for all student resources.

The IOB Professional Certificate in Teaching and Learning for Financial Professionals has been developed to support and upskill IOB's faculty, as they teach on IOB programmes and modules.

This Certificate incorporates elements of the Design and Deliver Programmes – the IOB Way. It uses a flipped learning approach where students are asked to do work in advance so that the online sessions explore through discussion and debate the key concepts and themes. The module is assessed using a personal teaching and learning portfolio.

All new module coordinators receive training in all aspects of their role from their Programme Director and Programme Manager within the POD that they are working in. This training involves an induction from the Programme Director, and then practical training from the Programme Manager who supports them in the teaching and learning lifecycle throughout the academic year.

IOB has policies regarding teaching and assessment workloads and processes to support these policies as required.

The programme monitoring and review mechanisms within IOB seek to identify areas for enhancement within modules and programmes and across IOB. Student representation on academic committees and student surveys provide a key input into the enhancement of programme learning supports.

The Academic Affairs Committee provides a mechanism to disseminate good practice and implement organisation wide enhancements.

Learning Environment

As a provider of flexible and distributed learning, IOB makes use of multiple delivery modes for its programmes. The programmes delivered by IOB are primarily taught online and where appropriate, a blend of online and or face to face methods with all approaches working together to create a flexible learning environment for our students. The online learning supports are designed to enable students to study at their own pace at a time that is convenient to them, putting the student at the centre and in full control of their learning experience.

All modules are supported by the availability of electronic resources for students. Those online resources range from the provision of lecture/workshop notes up to, and including, eLearning lessons comprising of video and interactive exercises. IOB's online learning is reviewed annually.

The effectiveness of the teaching and learning strategies and the standards of the learning environments and learning supports for modules and programmes are monitored annually. Feedback is sought from a range of sources to assess the student and staff experience. Student complaints which indicate a significant quality concern are reported and or escalated to Programme Team, Regulation and Standards Lead and where appropriate to the Dean. IOB has a complaints protocol which is followed in such instances. [Students Complaints Protocol](#)

National and International Practice

As a recognised college of UCD, IOB has access to [UCD Teaching and Learning and teaching and learning initiatives](#) developed in the University. IOB through the Dean, Director of Education, Director of Digital and Innovation and Registrar, also monitors developments in other fora, such as the National Forum for the Enhancement of Teaching and Learning in Higher Education, the European Association of Institutions on Higher Education, European Universities Association, and other institutions and bodies providing case studies and best practice in the area of teaching and learning. IOB is a member of the European Bank Training Network (EBTN), which is an international not-for-profit association, registered and located in Brussels (Belgium). The mission of EBTN is to create professional education standards in Europe, enrich the professional European culture and enhance both European as well as international relations and alliances.

K – Assessment of Learning Achievement

Assessment Design, Methodologies and Practice

In line with UCD Academic policy accredited programmes of IOB are defined by their programme outcomes. The programme outcomes in turn determine the modules on the programme and inform the module learning outcomes and their associated assessment.

Ultimate responsibility for the design, delivery and assessment of modules resides with the module coordinator. As examiners, they have responsibility for the timely delivery of assessments, grades (grading and submission of grades), student assessment feedback and reports for the SMEC and PEB.

Programme Directors work with module coordinators to ensure assessment and delivery strategies are aligned to programme outcomes and that modules map into programmes.

IOB promotes and uses a range of assessment strategies in its modules to assess learning outcomes. IOB adheres to UCD's assessment standards criteria and the principles in Assessment Code of Practice in the development and grading of assessment [UCD Assessment Code of Practice](#) covering the academic regulations relating to assessment, extenuating circumstances, students with disabilities, assessment design and strategies, conduct of assessment and feedback. The standards are communicated to staff annually through the faculty online portal and faculty development workshops. IOB's faculty online portal also includes links to UCD Teaching and Learning resources regarding assessment www.ucd.ie

External Examiners

IOB follows UCD guidelines on external examiners. [UCD Guidelines: For Subject Extern Examiners](#)

External examiners play a vital role in assisting IOB in fulfilling its obligations of assuring the academic standards and integrity of its modules as well as supporting the enhancement of teaching, learning and assessment practices for modules.

External examiners are formally approved and appointed by the IOB-UCD Programme Board and recommended to the University. The Regulation and Standards Lead and the Exams Officer in IOB coordinates all extern activity in IOB. The external examiner provides an annual extern report on academic standards as reviewed throughout the academic year.

The key principles that underpin the role of the external examiner are:

Quality of Assessment

The fundamental role of the external examiner is to assure academic standards and the quality of teaching, learning and assessment. The external examiner confirms that the academic standards of modules and the awards to which they lead are consistent with the academic outcomes specified by the University and are comparable to those achieved in the subject area in equivalent third level programmes.

Equity

The external examiner helps to assure the fairness, validity and rigour of assessment at the University.

Enhancement

The external examiner provides feedback on the quality of modules and the overall learning experience in the subject area, and on how teaching, learning and assessment in modules and the subject area may be enhanced.

Examination Regulations

The orderly conduct and secure provision of examinations is a critical deliverable in providing assurance of academic standards. IOB has adopted UCD principles and practice regarding the conduct of examinations [UCD Assessment Code of Practice](#)

From March 2020, IOB has offered all assessment online in line with requirements due to COVID-19. IOB are now committed to online assessment and procedures have been implemented to ensure the integrity of exams is maintained online.

IOB is committed to ensuring that all students can become independent learners and engage fully in student life. IOB has a designated disability supports officer. The role of the disability supports officer is to ensure that all students, regardless of ability, can access and undertake programmes with IOB. IOB provides a range of student supports for the teaching and assessment of its programmes. Supports range from special examination supports to audio texts, and other technological supports.

The IOB guide detailing these supports is provided on its website; [Info | IOB](#)

Grading

IOB uses marks and grades in assessment according to the UCD Assessment Code of Practice [UCD Assessment Code of Practice](#) and uses the UCD Module Grade Descriptors which have been approved by Academic Council. IOB also applies the UCD regulations as they relate to

[Extenuating Circumstances](#), [late submission of coursework](#), and [UCD Plagiarism Policy](#)

IOB has set limits on grader workload and has an associated process regarding multiple graders and moderation of examinations

Grade Approvals Process (GAP)

The GAP in IOB mirrors that of UCD, a School Module Exam Committee (SMEC) and an Extenuating Circumstances Academic Committee (ECAC) and Programme Exam Board (PEB). The subcommittee

of the IOB-UCD Programme Board also considers extenuating circumstances throughout the teaching element of the trimester as they arise. The ECAC considers student's extenuating circumstances relating to the exam period and the SMEC meeting considers grade input, and feedback from module coordinators, programme coordinator and the external examiner report on student performance in the module and programme.

The SMEC meeting is chaired by Chair of the IOB-UCD Programme Board and attendees include senior academic faculty and programme directors and managers.

The PEB meeting takes place approximately one week after the SMEC meeting. Its role is to formally approve student grades and awards and is attended by senior academic faculty and programme managers. The PEB is chaired by Chair of the IOB-UCD Programme Board.

Outputs from the grade approvals process, such as statistics and other grading information (e.g., number of extenuating circumstances) form an important part of the module and programme review process and the development of and rationale for quality improvement plan actions.

Students are provided with visibility of the Grade Approvals process on IOB's website in the context of dates for the publication of results [Info | IOB](#)

Feedback

Given the significance of feedback on students' performance and learning, IOB seeks to provide formative and summative feedback to students in line with UCD policy and best practice

[Assessment & Feedback – UCD Teaching & Learning](#), for continuous assessment students receive feedback on a template electronically. Students can also arrange further discussion with the module coordinator for clarification on any aspect of the continuous assessment.

For examinations, students are permitted to view their examination scripts after the examination. IOB also has a mechanism to provide students with a written review report of their examination, if requested by students. In line with UCD policy, in order to progress an appeal, it is mandatory for students to view their script.

In the case of MCQ examinations however, in order to protect the integrity of the exam question bank, students are not permitted to view the examination paper but may inspect their MCQ sheet. Unsuccessful students are provided with an electronic report indicating the areas of the module where they answered incorrectly.

Appeals

Academic Council Regulation 2 and Chapter 8 of Statute 6 of the University establishes the mechanism for appealing the result of an assessment. The Appeals policy and process in IOB mirrors that of [UCD Assessment Appeals Policy](#)

IOB is committed to a transparent process which seeks to resolve all appeals as efficiently as possible whilst providing students with supportive feedback throughout the process. The appeals process is available to students.

[IOB Assessment Appeals Overview Student Information](#)

L – Staff and Faculty Recruitment, Management and Development

Full time staff and faculty in IOB

IOB employs a mix of full-time employees, faculty and associate faculty to support and deliver its education programmes.

Senior academic faculty and programme support staff are full time staff of IOB. Associate faculty are contracted according to a set of terms and conditions of employment with IOB and an associated code of conduct.

The nature of the subject area and IOB's flexible and distributed learning model means that faculty involved in delivery and assessment of IOB's accredited programme modules are typically drawn from professional practice and or academia and contracted by IOB.

A key strategy of IOB is to combine “Academic Rigour” with “Practitioner Relevance”. In implementing this strategy, where modules contain mainly theoretical and conceptual content, academics are appointed as module coordinators. On the other hand, modules containing a heavy emphasis on the practical application of specialised material are typically coordinated and delivered by an experienced, academically well-qualified practitioner. Depending on module content, some are delivered jointly by both academics and practitioners. The proportions of academic staff and

practitioners across different programmes broadly reflects the degree of specialisation of the module/programme.

Recruitment and Selection

IOB has clearly defined roles for full time academic and administrative staff supporting its activities.

IOB recruits for full time staff through several means depending on the role. IOB uses recruitment agencies, advertises in the national press and online.

Selection of faculty is based on academic qualifications, demonstrated experience and expertise in the subject area. Previous teaching and learning experience is desirable and teaching and learning qualifications are welcome. Programme Directors are employees of IOB, and Programme Directors recommend Module Coordinators to the Dean for consideration, recommendation and approval at the IOB-UCD Programme Board.

New faculty are invited to attend IOB's faculty events which set out IOB's standards and expectations as well as providing insights into programme and module design, assessment, grading, documentation and teaching.

Faculty performance is monitored through the module and programme review mechanisms. Information is gathered from surveys of students, staff-student forums, registry, complaints, and customer service feedback to ensure that the performance is appropriate for a recognised college of UCD. This feedback is discussed with faculty members.

Faculty Communication

IOB is a community of faculty, students and members, joined together to advance thinking, practice and professionalism in financial services. In that regard IOB encourages feedback from faculty on all aspects of its activities as part of its commitment to continuous quality enhancement.

IOB uses formal and informal mechanisms to capture feedback from faculty. Formal feedback comes through the programme monitoring and module review processes, as well as through the annual programme team meeting, which is a collegial forum for all faculty on a programme to input with their peers into programme planning and enhancement. Informal feedback is gathered through faculty interactions with programme coordinators, programme managers and administrators.

Faculty Development

IOB faculty are appropriately qualified for the relevant subject area and are drawn from a range of backgrounds in academia and industry with different experience. IOB has a number of methods to ensure consistency across the delivery of its academic activities.

All new faculty are invited to attend and are sent a recording of the IOB's induction programme, which covers IOB's QA processes, programme and module design, assessment best practice, documentation, grading, and teaching. IOB uses standardised module and programme documentation which reinforces the standards established in the induction programme. IOB also provides a Design and Delivery Document which helps module coordinators understand how to design, deliver and assess a programme. In addition, each faculty member has a Programme Director allocated to them to support them and answer any questions they have.

IOB has a faculty portal which is a resource hub for faculty for teaching and learning practice, guidance and communications. It includes links to UCD teaching and learning resources. In addition, IOB have held a number of online sessions for faculty and recordings are available on this portal. Additional workshops take place around learning outcomes and assessment and recordings and supporting slides are available on the faculty portal. Faculty are encouraged to complete the new Professional Certificate in Teaching and Learning for Financial Professionals

Protocols for Staff Undertaking IOB Programmes

IOB encourages continuing professional development and education for all its staff. All requests to undertake training and education programmes must be approved by a line manager and staff seeking opportunities in this regard are required to set out a rationale; this typically takes place as part of the performance appraisal process. In some instances, staff wish to undertake programmes offered by IOB. In such cases, IOB puts in place safeguards to ensure that such staff cannot and do not have access to potentially sensitive information such as examination papers.

M- Support for Learners

Introduction

IOB's students are part time adult learners working in financial services. The student population is geographically dispersed.

As a provider of flexible distributed learning to working professionals, IOB employs a number of mechanisms to support students from their initial interest in a programme, through admission and registration, to programme and module support and graduate services (provided as part of the IOB's membership offering).

Equality

IOB is committed to equality of opportunity and to the elimination of all forms of discrimination under the Equality Acts 2000-2015 which prohibit discrimination on the grounds of gender, marital status, family status, sexual orientation, religion, age, disability, race or ethnic origin, or membership of the travelling community.

IOB is also committed to equality of opportunity under the Disability Act 2005, and ensures all faculty and students have access to IOB's services.

It is the policy of IOB that the principles and practice of equality of opportunity should apply to all aspects of IOB's operations including conditions for faculty members and students.

Responsibility for ensuring that the policy is implemented fairly and consistently rests with every individual working for IOB.

Diversity and Inclusion

The IOB Employee Handbook sets out IOB's Diversity and Inclusion Policy. IOB is committed to providing an equal, diverse and inclusive environment for our team, our students and our members. We operate in an increasingly diverse community, and we understand that the people who provide and use our services have diverse characteristics and different experiences, needs and aspirations. IOB's culture is one that prioritises equality, diversity and inclusion where individual differences are valued and respected, in which each employee is able to fulfil their potential and maximise their contribution. Building a diverse and inclusive workplace where all colleagues can thrive is a priority for IOB. It is the

responsibility of all colleagues to contribute to an inclusive culture. IOB Leadership are fully committed to the policy and will ensure its full implementation.

IOB sustains commitment to quality in teaching, learning and scholarship; emphasises the value of honesty, integrity, commitment, engagement and achievement; and emphasises commitment to equality, and to dignity and respect for all members of IOB community.

IOB believes in equality, diversity and inclusion and embeds these fairness principles into all aspects of support for learners [UCD Equality Diversity and Inclusion Policy](#)

Dignity and Respect

All learners are expected to act responsibly at all times, to observe and abide by Regulations of IOB, and not to engage in any activity which might bring the good name of IOB into disrepute [Student Code of Conduct IOB](#) and [UCD Dignity and Respect Policy](#).

Prospective Students

IOB publishes a range of information to prospective students regarding programmes, regulations, policy and procedures. These are set out in [Section E \(Quality Assurance Policies and Procedures\)](#) and [Section H \(Documented Approach to Quality Assurance\)](#).

IOB also holds taster events for students where it provides advice to prospective students on courses relevant to their current roles and prospective careers.

Enrolled/Continuing Students

For enrolled and continuing students, IOB has a dedicated member and learning experience platform, IOB Learn which includes a range of information and resources for students including:

- Module information and supports (module descriptor, module outline, study guide, learning materials, etc.)
- Module support documentation including the programme specification, descriptors, syllabus, assessment requirements and schedules and learning plans which set out a chronological structure for studying the module
- eLearning
- Student handbook including references to the student code, complaints protocol

- Study texts – specifically written or developed texts supporting the module
- Online student forums – Student feedback, corroborated by research, has indicated that for students studying at a distance, an effective means of peer communicating is a crucial support. IOB makes use of online forums which enable students set up a class forum or sub forums within a class for sharing of knowledge and support. Module coordinators also use forums to interact with students, through setting short tasks and or answering queries between lectures.
- Examination preparation webinars
- Online formative MCQ assessments which help students gauge their knowledge and understanding of module content
- Past and sample papers
- Contact details of the relevant Programme Team education@iob.ie
- Correspondence: IOB communicates electronically with students and is stored appropriately
- Results transcripts
- Online library
- Career supports

Programme support and learner relationship staff have access to view each student's IOB Learn portal which facilitates ease of communication between students and IOB staff.

Student Welfare

IOB's student body is drawn mainly from those in full time employment in financial services. For matters arising of a personal nature, students refer in the first instance to their employers' Employee Assistance Programmes and HR Departments.

For matters of educational care, the Programme Manager and Programme Director deals with student matters in the first instance. If a problem cannot be resolved, it will be escalated to the relevant subcommittee of the IOB-UCD Programme Board with the students' permission. The Regulation and Standards Lead of IOB is responsible for documenting all matters that are escalated to the IOB-UCD Programme Board subcommittees. Any resolutions will be discussed and approved at the IOB-UCD Programme Board or subcommittee as required.

Access to services

Students of IOB are also students of the University. At NFQ levels 8 and 9, students enrolling on programmes receive a UCD account and are entitled to use the library of the University.

On registration students are informed of the supports available to them. IOB also publishes the range of supports within module outlines or module study guides and handbooks that accompany modules. Programme Managers regularly interact with students via email and phone and send welcome emails to all students enrolled on a programme, which informs them of the supports available and how to access them.

IOB has a designated disability supports officer. The role of the disability supports officer is to ensure that all students, regardless of ability, can undertake programmes with IOB. Supports range from special examination supports to audio texts, and other technological supports. [Info | IOB](#)

Learner representation

As per the terms of reference of the IOB-UCD Programme Board there are student representatives on the Board at all times. These students are generally drawn from programmes at levels 7, 8 and 9.

Student feedback is a key input into the quality review process and is systematically gathered and assessed to ensure that quality matters are identified and acted on by module coordinators and Programme Directors.

Graduates

As a professional membership body IOB provides a range of supports to graduates with the aim of assisting them in their professional and personal development. A number of the IOB's qualifications lead to professional designations which include a Continuing Professional Development requirement. Several of these designations are mandated by the Central Bank for the carrying out of certain activities in financial services.

Career Guidance

IOB has developed a range of career supports to help students and members consider and manage their careers and to be ready for new opportunities.

Students and members can access free online career resources through IOB's student portal IOB Learn.

Continuing Professional Development

Financial services undergo continuous change, and lifelong learning is vital for IOB's professional community. Continuing professional development (CPD) helps graduates to maintain and increase the knowledge and competence they gain from formal study and professional experience.

IOB's CPD not only helps graduates to meet regulated CPD requirements under the Central Bank's Minimum Competency Code, but also helps them to develop as financial services professionals.

IOB's CPD supports a range of professional designations.

Events

IOB also holds a range of events including:

- Seminars
- Panel discussions
- Health and well-being seminars
- Premier events with high profile speakers
- Networking events
- Ceremonies to mark achievements

These events seek to provide additional opportunities for graduates and members to gain insight into financial services developments and professional development practices and or to share experiences and practice. The objective is to foster enhanced industry wide professionalism for the benefit of financial services provision to customers.

N- Information and Data Management

Information Systems

Infrastructure

The IOB IT team have a hybrid IT support model. IOB works with several external IT suppliers and has a number of support staff internally with a service level agreement with each supplier they work with to ensure that issues are resolved in a timely manner based on the impact and severity of the issue for students, staff and faculty.

IOB systems that are used are monitored 24/7 and if there is a service disruption there will be an immediate response from the in-scope supplier to get the system back up.

Identity management

In order to identify each student, IOB assigns each student a membership number. When a student joins IOB, they get details of their membership number and separately they receive a password. To access all the education supports a student needs their membership number and password.

IOB use a central authentication service to ensure that the supports are accessible securely for students. It is a specialist service used on many large scale flexible distributed learning systems for access control.

Scalability

IOB uses virtualisation technology to deliver their IT services. Virtualisation technology enables IOB to scale with ease. If they reach capacity in delivering a learning support, they can provision additional computing resources within 24-48 hours to handle additional loads.

Reliability of systems

IOB has a 99.9% availability service level agreement with their suppliers. They also have high availability infrastructure which means that they have built redundancy into their architecture. For example, if a service fails, they have a failover option to a backup service. If the hosting centre where they are delivering the services from fails, IOB also has a redundant hosting centre with a mirror of the services setup in the redundant hosting centre.

Student communications

Communications with students are generally carried out via email and posting correspondence to the student portal in the correspondence area. IOB uses email and SMS to notify students when they have received correspondence in their student portal.

Enterprise Management System Overview

IOB is supported by an Enterprise Management System (EMS) to operate its activities. This custom-built EMS supports all elements of IOB and in an academic context the following:

- Admission and registration of students to programmes and modules
- Recording of standard student contact information
- Student record
- Lecture management, timetabling and correspondence with students
- Administration of examination logistics
- Administration and processing of assessment records including the calculation and communication of ratified results of both modules and programme awards
- Provision of admission and examination board reports
- Administration of student fees. The enterprise management system is integrated into Sage which supports IOB's finance function. This enables the efficient collection of student fees.

Learner Information Systems

Modules delivered by IOB are supported by eLearning interactive delivery platform IOB Learn, which integrates our Learning Management System (LMS)/Virtual Learning Environment (VLE) Moodle which presents integrated content for modules as required. The content is developed by a module coordinator, in conjunction with other faculty and the eLearning department in line with the teaching and learning approach agreed for the module. The material supporting the module delivery includes a combination of the following:

- Videos
- Interactive content
- Articles and readings
- Quizzes
- Presentation slides
- Online textbook
- Sample and past exam papers

- Study guide/and module outline
- Student support materials
- Online self-assessment tests

IOB Learn is also used to provide online forum facilities for students so that they can communicate and collaborate remotely. It also provides faculty with a means to communicate remotely to students between classes.

IOB monitors the quality of these materials in the following ways:

- Feedback from students in the staff-student consultative forum, which explicitly addresses the quality of the student learning experience
- Formal end of Trimester feedback
- Faculty feedback
- eLearning usage data

Improvements and changes are made where necessary as part of the annual review cycle of a programme and module. Such improvements are identified and included in the annual programme action plans for programme quality enhancement.

Students at level 8 and 9 also have access to UCD Connect once they are registered to a programme. However, IOB's students do not receive any correspondence from UCD in relation to their programme or modules. All correspondence and communication issues from IOB.

Management Information Systems

IOB generates a number of reports from its student record management system EMS, IOB Learn and its Moodle based Learning Management System using PowerBI. The reports produced allow the Education Team and the Academic Affairs Committee to monitor key elements of the organisation's academic activities and manage operations as well as monitor key information on quality matters. These reports also feed into operational and strategic planning of IOB and provide the Dean and other senior academic and management staff with insights into how IOB and its programmes are meeting student needs and delivering on student expectations. IOB has developed a number of key performance indicators (KPIs) to assess how its activities are achieving IOB's education objectives and delivering on its strategy. The objective is for continued improvement in these metrics, and adverse variances offer an opportunity to investigate what initiatives need to be undertaken to improve quality.

The reports are also an integral part of the planning process in IOB. They identify where resources need to be deployed to improve services, be it additional staff/faculty recruitment, IT investment, investment in programme support collateral, investment in marketing or communications or further training and development of staff and faculty.

Records Maintenance and Retention

As a recognised college of UCD, for students on its programmes (prospective, continuing and graduates) IOB adheres to UCD's records retention policy. The records' retention policy refers to admission files, student scripts and course works along with other information such as minutes of meetings.

Data Protection

IOB is committed to implementation of its obligations as a data controller under the General Data Protection Act 2018.

[Data Protection Act 2018](#)

IOB takes privacy and the protection of our customer, affiliate, member, student and designate data very seriously. The IOB Data Protection Notice and Policy explains how IOB collects learner information and how we use it and how learners can interact with IOB about it. [Data Protection | IOB](#)

O – Public Information and Communication

Public Information

IOB provides accurate and up to date information through the publication of a range of information about its programmes, regulations, processes (admissions, etc.), assessment, quality assurance and student and other support services.

For prospective students, a prospectus is available containing details of all programmes [Prospectus 2023-2024](#)

Details on how to apply to IOB's programmes is also presented for each programme. [Programmes for financial services professionals | IOB](#)

IOB also specifies the intended audience for its programmes in all programme information. This is typically defined by role (in a work context) or function/specialism (within a financial services environment). This is reviewed as part of the programmatic review cycle.

IOB also conducts taster events, open days and evenings as part of its programme promotion which provides programme coordinators with additional opportunities to clarify programme and or policy details with students. [Events for financial services professionals | IOB](#)

IOB's Director of Digital and Innovation, with support from the Content and Communications Lead are responsible for IOB's public information. IOB has an Operating Model that governs the public information available, information published on its website. Our Media Relations policy governs our media engagements. Representatives from a range of functions form part of this Operating Model and are responsible for reviewing and updating information relevant to that function. For prospectus and regulations this is an annual process, but for other information is relatively continuous.

Learner Information

For prospective and current student's, information on academic regulations and policies is referenced within programme information and an overview set out in the prospectus with full details of all regulations, policies and codes published in detail on IOB's website ([See Section E \(Quality Assurance Policies and Procedures\)](#) and [Section H \(Documented Approach to Quality Assurance\)](#))

Publication of Quality Assurance Evaluation Reports

Under the [Quality and Qualifications Assurance \(Education and Training\) Act 2012](#), a relevant designated awarding body shall review the effectiveness of the procedures established by a linked provider, in respect of which that body has entered into an arrangement:

- (a) at least once every 7 years
- (b) from time to time as the designated awarding body thinks appropriate.

IOB's last quality review took place in 2018 and the report of the outcome of this review was published. [See Section C \(Institutional Review\)](#). for reference to the published report.

P- Self Evaluation, Monitoring and Review

Internal Self-Monitoring

IOB collects a range of data as part of its quality assurance framework including:

1. Student survey feedback (module feedback is collected from students annually)
2. Graduate survey feedback (on completion of programmes)
3. Complaints (these are collected directly by programme managers, or through salesforce via customer services)
4. Post exam analysis (module assessment review forms) (data and analysis provided by the IT reporting system and module coordinators)
5. External examiner reports
6. Programme intake, exit and continuation data (produced from the system by programme managers and used to populate programme and module review forms)
7. Programme team meeting minutes
8. Programme review reports
9. Examination Paper Production Forms
10. Other academic staff feedback
11. Module and Programme Annual Review forms
12. Other, including annual QA report on operation of QA procedures.

The information collected through the various QA mechanisms set out above feeds into the module, programme and QA review process.

Module reviews are conducted on modules after the trimester in which they are delivered. These are then discussed at the programme team meetings.

Oversight

The Academic Affairs Committee, as the central coordinating committee for educational matters within the recognised college, reviews all module review and programme review forms as well as

annual programme action plans. The QA systems themselves are subject to ongoing review with the Academic Affairs Committee considering any identified QA policy and or procedure matters as part of its annual review meeting.

The Academic Affairs Committee in turn provides an update to the IOB-UCD Programme Board.

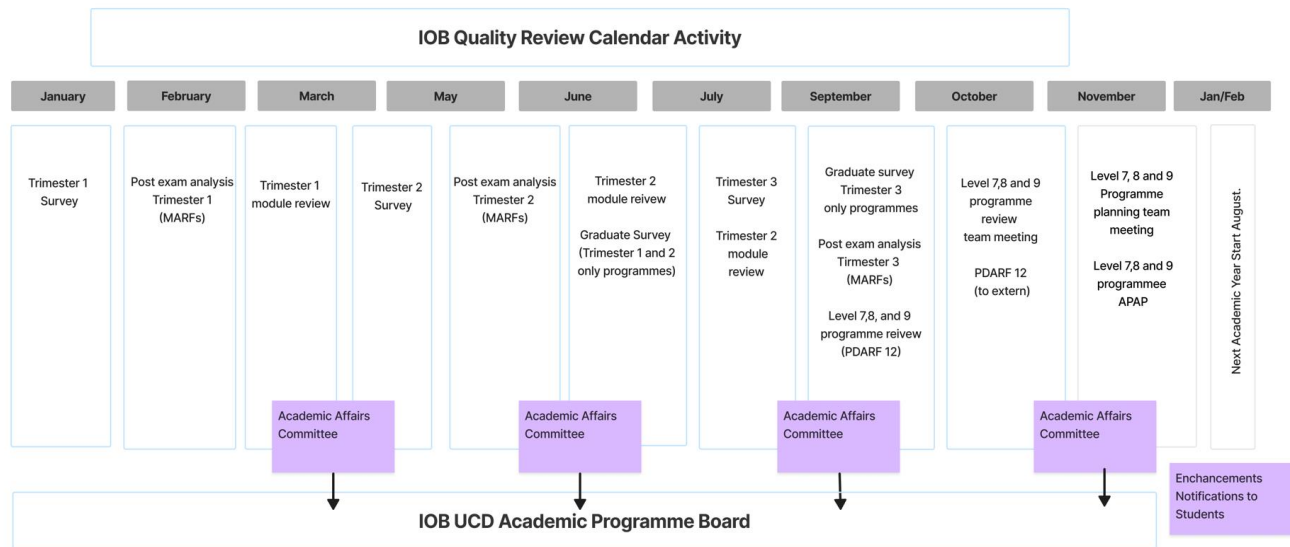


Figure 5. Calendar of Quality Review Cycle.

Self-Evaluation and Improvement and Enhancement

As a recognised college of UCD, IOB is subject to an institutional review at least once every seven years or at a time as the designated awarding body thinks appropriate. The external review process is governed by the Procedures for the Approval of UCD Linked Provider [UCD Quality Office | Quality Review Process & Guidelines](#)

UCD's collaborative partner arrangements, including linked providers of UCD, are subject to periodic review as required under the Qualifications and Quality Assurance (Education and Training) Act 2012. Under the Act, UCD is required to review the effectiveness of the QA procedures of its linked providers periodically (at least every 7 years). Details of this process are set out in the UCD Guidelines for Linked Providers Institutional Review [Guidelines for Linked Provider Institutional Review.pdf \(ucd.ie\)](#)

IOB's quality assurance procedures have been approved by UCD (Academic Council Quality Enhancement Committee May 2017) and these procedures are published on IOB's website. [Info | IOB](#)

The external review requires that IOB prepares a self-assessment report on the effectiveness of its QA procedures. A panel established by the UCD Quality Office will review this self-assessment report and conduct a site visit over a number of days. Following the site visit the panel prepares a report on its findings, which IOB uses to create a quality improvement plan. UCD reviews progress on the quality improvement plan at intervals following the review.

As part of its review process IOB considers the legislative and best practice guidelines relating to institutional review including:

- Qualifications and Quality Assurance Act (2012) www.irishstatutebook.ie
- UCD Quality Review Procedures [UCD Quality Office | Quality Review Process & Guidelines](#)
- IUA – A framework for quality assurance in Irish Universities www.ucd.ie
- EUA – Institutional Evaluation Programme (2015) [IEP EUA- Institutional Evaluation programme \(iep-qa.org\)](#)
- IHEQN Principles for reviewing the effectiveness of quality assurance procedures in Irish Higher education and training (2007) [Principles for reviewing the effectiveness of quality assurance procedures in Irish Higher education and training \(ucd.ie\)](#)
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015) [European Standards and Guidelines for Quality Assurance in the EHEA 2015](#)
- QQI Policy on Quality Assurance Guidelines (2016) [Policy on Quality Assurance Guidelines](#)
- QAA (UK)-Higher Education Review and Annual Monitoring [Higher Education Review and Annual Monitoring \(qaa.ac.uk\)](#)

Q- Other Parties Involved in Education and Training

Peer Relationships

The financial services sector comprises banking, insurance, life assurance, funds administration and other international financial services firms, and legal and accounting professions with operations in the sector. IOB therefore works with a range of stakeholders such as professional bodies Compliance Institute and representational bodies (Irish Funds) (IF) to inform the development of IOB programmes of specific interest to the different area/fields within the financial services sector.

External Relationships

As a linked provider of the University, under UCD Academic Policy, IOB cannot enter into collaborative arrangements with any other third-party provider i.e., IOB cannot enter into an arrangement with another third party which results in a joint outcome where a university qualification is awarded.

However, IOB maintains a number of relationships with other financial services sector representative and training bodies which informs programme development and or provides IOB graduates with access to professional designations.

IOB has established procedures in relation to due diligence for new relationships to safeguard the interests of students, institutional reputations, and standards of the third level sector in Ireland. The UCD-IOB Strategic Management Committee, IOB-UCD Programme Board and or the Council of IOB will be consulted prior to the establishment of any formal arrangement with a third party.

IOB has also established procedures for the review and approval of public information produced by third parties in relation to its accredited programmes. All third-party arrangements are subject to formal memoranda of understanding or agreement which are submitted to the University for approval.

Expert Panelists, Examiners and Authenticators

External stakeholders play an important role in the quality assurance and quality enhancement process in IOB. IOB is subject to regulations and policies of the University, in particular the University's periodic quality review process: [UCD Quality Office | Quality Review Process & Guidelines](#)

which entails a periodic review (and approval) of the IOB's QA policy followed by a review of the effectiveness of the QA policy in the maintenance of standards and delivery of good student outcomes.

IOB's accredited programmes are subject to external review. The external examiner is a critical aspect of Quality Assurance. The role of an external examiner is to:

- Assure the academic standards and quality of teaching, learning and assessment within a module or programme and to ensure these correspond with the highest academic standards, nationally and internationally.
- Ensure quality, fairness, integrity and enhancement of the assessment process.

When appointing external examiners, IOB ensures maximum objectivity in relation to the appointment. External examiners are nominated by the Dean and approved by the IOB-UCD Programme Board before their formal appointment. External Examiners are typically appointed for a module, group of modules or programme(s) in a subject area. They are normally appointed for a term not exceeding four years; exceptionally, they may be reappointed on a year-by-year basis for a term not exceeding five years. Other than in such exceptional circumstances, external examiners may not be reappointed to that module in IOB until at least three years have elapsed since their previous appointment.

R- Comprehensive Quality Assurance Framework

Quality Assurance Framework

IOB has published a Quality Assurance Policy along with these Quality Assurance Procedures:

Quality Assurance and Quality Enhancement Policy

Quality assurance in IOB is based on the following principles:

- Quality assurance is the responsibility of all staff (including associate faculty and management) in IOB
- The Dean and Registrar are accountable to the University and the Council of IOB for quality assurance in IOB.
- Students are an essential part of the quality assurance framework and should be appropriately represented
- External examiners play a key role in benchmarking and assuring standards
- Quality assurance policies and procedures are appropriate to the scale and scope of IOB's education provision
- Quality assurance policies and procedures are intended to safeguard the learning experience of the students through assuring the academic standards of programmes of education that in turn protect the reputation of UCD and the third level sector in Ireland
- Quality assurance procedures and processes are documented
- IOB is committed to continually enhancing its education provision and the quality assurance procedures are designed to enable IOB to reflect on:
 - What are we trying to do?
 - How are we trying to do it?

- How do we know it works?
- How do we change in order to improve?

IOB's Quality Assurance policy and procedures have been developed with regard to UCD Academic Regulations and Policies, UCD Quality Office guidelines and by QQI's Core Statutory Guidelines

[QQI Quality Assurance Guidelines](#) and [QQI draft QA guidelines for digital education](#) contains QQI Policy & Procedures, Core Guidelines, Sector Specific guidelines and other supporting resources.

Quality Assurance in IOB spans all accredited education activity including programme development and review, teaching and learning (including assessment), student services, faculty appointment and development, third party relationships, information and data management and institutional self-assessment and review.

Appendix 1 – Terms of Reference of IOB–UCD Programme Board

Institute of Bankers – University College Dublin (IOB–UCD) Academic Programme Board Terms of Reference

Purpose and function of the Board

- 1.1. The IOB–UCD Programme Board is responsible to the relevant University Programme Board and to Academic Council for the design, development, regulation and quality, and for overseeing the delivery of all programmes offered by the Institute of Bankers (“the Institute” or “the IOB”) which lead to awards of the University, whether delivered by the Institute alone, or in partnership between the Institute and the University or in partnership with another higher education provider (see Appendix 1).

- 1.2. The key functions of the board will be to oversee and assist the academic and professional development, implementation and review of IOB and joint education and research activities, with particular reference to:
 - (i) Advising on emerging trends in research and education in banking, financial services and related fields.
 - (ii) Ensuring that programmes support the separate and joint strategic objectives of IOB and UCD.
 - (iii) Overseeing the development of IOB and joint programmes and submitting proposals for their accreditation to UCD Academic Council.
 - (iv) Overseeing the student assessment and examination process and approving examination results for submission to UCD Academic Council.
 - (v) Advising and assisting in the recruitment of high-calibre academic and research staff to deliver IOB and joint programmes.
 - (vi) Overseeing quality assurance processes and ensuring that their implementation is consistent with that for other academic units in the University.
 - (vii) Facilitating periodic institutional reviews.
 - (viii) Overseeing the selection, admission, retention and exclusion of students registered to these programmes.

2. Terms of Reference

- 2.1. The Programme Board, subject to review by the relevant University Programme Board and the Academic Council, shall for each programme or group of programmes within its remit:
- (i) Promote excellence in education by articulating the aims and outcomes of the programme and agree a strategy and academic plan for the programme.
 - (ii) Agree recommendations to the relevant University Programme Board regarding the structure and content of the programme and any special regulations relating to the programme.
 - (iii) Ensure that the modules contributing to the programme support the academic coherence of the programme and the quality of the graduate output.
 - (iv) Oversee and enhance the academic quality of the programme and the student learning experience.
 - (v) Establish, where appropriate and subject to the University's regulations and policies, programme-wide norms and guidelines regarding teaching and learning approaches, student workloads and assessment and grading practice.
 - (vi) Admit students to the programme in accordance with the University's regulations and policies.
 - (vii) Adjudicate on student applications for leave of absence from and transfer between programmes, in accordance with the University's regulations and policies.
 - (viii) Where a student's performance is deemed unacceptable, make recommendations to the University Programmes Board regarding a student's eligibility to continue in the programme.
 - (ix) Establish in accordance with university policy, mechanisms to assure and enhance the quality of educational and related activities and participate fully in the quality assurance/quality enhancement processes of the university.
 - (x) Ensure implementation of such strategy, policies and procedures in teaching, learning, assessment and widening participation as may be agreed between the University and the Institute.
- 2.2. The Programme Board shall prepare a strategic and academic plan for each programme or group of programmes at such intervals as the University and the Institute may agree and following review by the joint IOB-UCD Strategic Management Committee, shall submit that plan for the approval of the Board of the Institute (via the CEO) and the Academic Council (via the relevant University Programme Board).
- 2.3. The Programme Board shall monitor changes in the activities associated with the delivery of its programmes to ensure they align with the overall strategic plan for the programme

and the Institute. Where the Programme Board proposes changes to a Programme or group of programmes that have significant resource implications, these should be planned as part of the formal academic and operational planning process. Where the Programme Board (or the Chair acting on the delegated authority of the Programme Board) proposes a change to a programme or group of programmes that have significant resource implications outside this formal planning process, they must consult with and seek the approval of the CEO of the Institute, and where applicable, of the University.

- 2.4. The Programme Board shall, within the resources made available by the Institute and University, ensure that appropriate supports are in place to meet the welfare, pastoral and academic administrative needs of students registered to the programmes.
- 2.5. The Programme Board shall work with the University and IOB to promote the programmes both internally and externally.
- 2.6. The Programme Board shall support the Chair in fostering fruitful relationships with external and professional bodies, other stakeholders and alumni relevant to the programmes.
- 2.7. The Programme Board may form such and so many sub-committees as it deems necessary to perform its functions and may delegate any of its functions to a sub-committee. The Chair of the Academic Programme Board shall be entitled to chair, or nominate the chair of, any sub-committee established by the Board.
- 2.8. The Programme Board shall recommend to Academic Council the membership of the Programme Examination Board or Boards required to finalize the module grades for students registered to the programmes.
- 2.9. The Programme Board shall hold a Programme Forum, at least once per Trimester. The Programme Forum should include all academic staff involved in the delivery of the programmes. The major strategic and operational decisions facing the Board during the Trimester should be presented to the Forum, and the input and advice of the Forum sought and taken into consideration by the Board.
- 2.10. Programme Boards can appoint as many Module Co-coordinators as necessary.

3. Chair of the IOB-UCD Programme Board

- 3.1. The IOB-UCD Programme Board shall be chaired by the Dean of IOB or his/her nominee.
- 3.2. The Chair of the Programme Board shall, for each programme or group of programmes within the remit of the Programme Board:
 - (i) Chair and ensure the proper, effective and efficient operation of the Programme Board.
 - (ii) Offer academic leadership by promoting innovation and best practice in the design, development, delivery and quality enhancement of the programme.
 - (iii) Develop and maintain effective collaborative relationships with the relevant officers of IOB and the University.
 - (iv) Lead the quality assurance/quality enhancement processes for the programme and participate where appropriate in the quality assurance/quality enhancement processes of IOB and the University.
 - (v) Lead the implementation of such strategy, policies and procedures in teaching, learning, assessment and widening participation as may be agreed between the University and IOB.
 - (vi) Oversee the effective and efficient administration of the programme.
 - (vii) Support the development of a collaborative administrative network involving UCD Registry, IOB and University administrators.
 - (viii) Build and develop the internal and external profile of the programme.
 - (ix) Liaise and build effective relationships with external and professional bodies, other stakeholders and alumni relevant to the programme.
 - (x) Perform ceremonial and representative roles in respect of the programme.
 - (xi) Perform such other duties as may be assigned by the CEO of the IOB with the agreement of the Registrar of the University.
- 3.3. The Chair of the Programme Board may make decisions in regard to the programmes within the remit of the Programme Board, or the students applying to or registered to those programmes, on the delegated authority of the Academic Programme Board.
- 3.4. The Chair of the Programme Board, or his/her nominee, shall be a member of the relevant University Programme Boards.

- 3.5. Where the Chair of the Programme Board has concerns regarding the resources available to operate and develop the programme, the Chair may raise such concerns directly with the CEO of IOB and/or the Registrar of the University.
- 3.6. The Chair regarding their academic functions as outlined in these terms of reference will report and be accountable to the CEO of IOB, and to the Academic Council of the University.

4. Composition of the IOB-UCD Programme Board

- 4.1. The following shall be members of the Programme Board:
 - (i) 5 members nominated by the Council of IOB, on recommendation of the CEO (to include the Registrar of the IOB).
 - (ii) 4 members nominated by the Registrar of UCD (to include a member of UCD Registry).
 - (iii) Two students of IOB programmes.
 - (iv) Additional academic, administrative or student members may be co-opted by the Board to ensure appropriate expertise is available to conduct its business effectively.

5. Conduct of Business

- 5.1. The Programme Board should meet at least 2 times per trimester; meetings shall be aligned to the schedule of meetings of the appropriate University committees.
- 5.2. The meetings of the Programme Board shall be convened by the Chair, with a minimum of seven days' notice of a meeting.
- 5.3. Where the Chair is unable to attend a meeting of the Board, the Chair may nominate a member of the Board to act as chairperson for that meeting.
- 5.4. Members can in exceptional circumstances nominate an individual to attend and vote on their behalf, but must seek the advance permission of the Chair, and cannot routinely delegate their responsibilities.

- 5.5. A meeting shall be considered quorate when two fifths of the members entitled to vote are present or represented.

Document Name	Quality Assurance (QA) Handbook	  <p>A recognised college of UCD</p>
Version Reference	3.0 August 2023	
Changes	<p>Updated links throughout.</p> <p>Update wording to the Diversity and Inclusion</p> <p>Update to figures</p>	
Document Owner	Registrar and Learner Relations	
Approved by	Registrar, Dean and Director of Education and UCD	
Date	11/08/2023	