
The Institute of Banking

QA Handbook

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Contact

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Introduction

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

The Institute is a community of learners, faculty, managers and administrators and the quality assurance mechanisms within the Institute's QA framework seek to leverage off the insights and experience of these groups to continuously enhance the learning experience for its students, who undertake a range of third level programmes.

The framework and policies set out within this document are themselves underpinned by more detailed procedures and documentation which provide the Institute's leaders with the evidence necessary to develop new programmes, review and enhance existing ones and respond to changing student needs. The Institute 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. Paul Quigley

Dean, The Institute of Banking

General Criteria

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

1.1 Introduction

The Institute of Bankers in Ireland 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, 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 2013 after 115 years, the Institute changed its name to The Institute of Banking. The new name better reflects the vision and membership base. Today the Institute is the largest professional institute in Ireland with a community of 35,000 members who work in international and local banking and financial services in the Republic of Ireland and Northern Ireland.

The Institute 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 the 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 centres (Dublin, Belfast, and Cork), the Institute must also serve the needs of those in the industry employed in other locations across the island of Ireland.

1.2 Integrated Institutional Quality Assurance System

The Institute 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 the Institute 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
<http://www.ucd.ie/quality/qualityreviewprocess/>
- Qualifications and Quality Assurance Act (2012)
<http://www.irishstatutebook.ie/eli/2012/act/28/enacted/en/html>
- QQI Policy on Quality Assurance Guidelines (2014)
<http://www.qqi.ie/Articles/Pages/QA-Guidelines.aspx>
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015) http://www.engq.eu/wp-content/uploads/2013/06/ESG_3edition-2.pdf

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

- <https://www.centralbank.ie/docs/default-source/Regulation/how-we-regulate/authorisation/authorisation/minimum-competency/d-gns-4-1-1-4-minimum-competency-code-2011.pdf?sfvrsn=4>
- <https://www.centralbank.ie/regulation/how-we-regulate/authorisation/fitness-probity>

1.2.1 Governance

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

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

- (i) UCD and the Institute have established a UCD-IoB Strategic Management Committee, reporting to the Council of the Institute and also accountable to UCD Governing Authority, comprising members of the senior management team from the Institute 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.

- (ii) On becoming a recognised college, UCD Academic Council established a UCD-IoB Academic Programme Board which is responsible to the University Programme Board and to Academic Council of the University for the design, development, regulation and quality, and for overseeing the delivery of all programmes offered by the Institute that lead to awards of the University.

Governance of the Institute and its activities is depicted in figure 1.1 below (the green boxes relate to IoB).

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

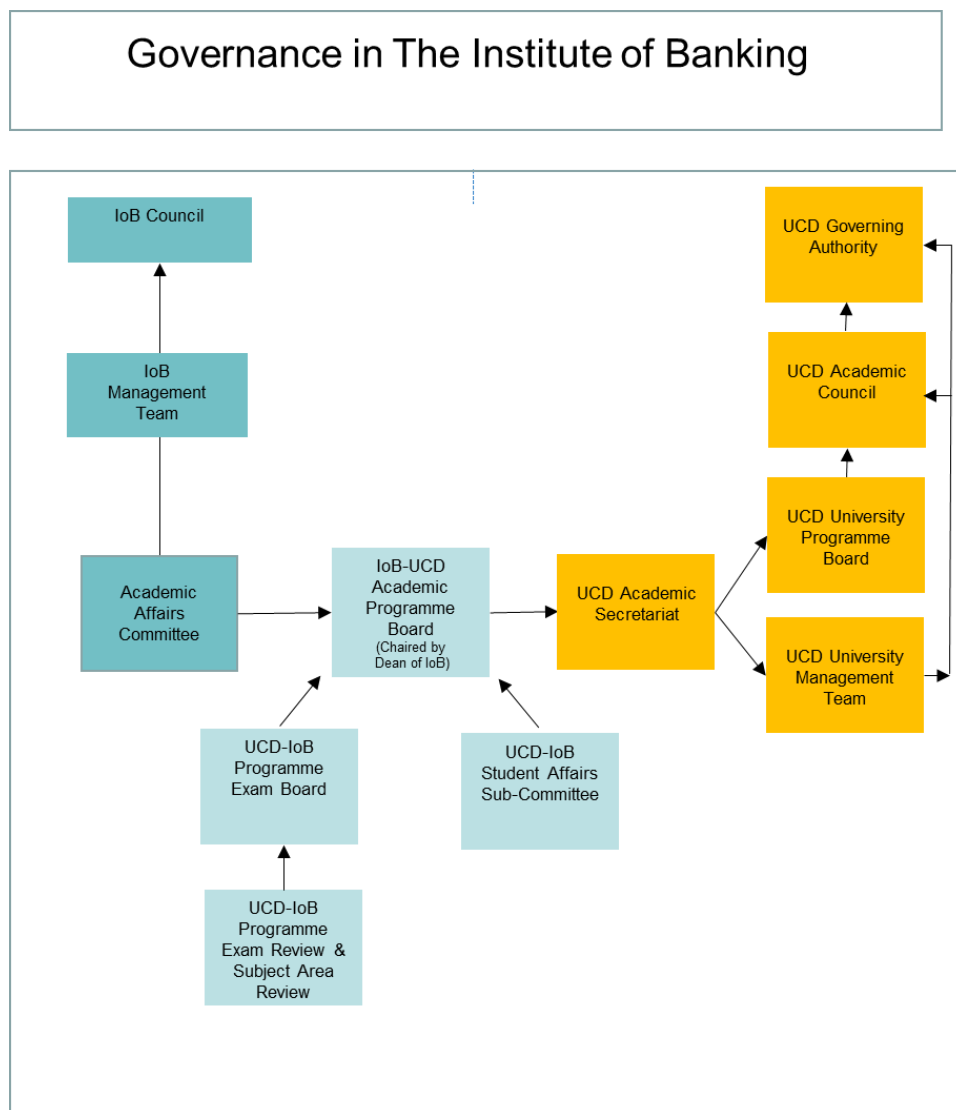


Figure 1. 1 Governance in the Institute of Banking

1.2.2 System of academic governance

ACADEMIC STANDARDS AND QUALITY ASSURANCE

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

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

The Institute designs and delivers accredited programmes for the entire financial services sector (banking, life assurance, general insurance and international financial services). The programmes of the Institute are offered to members of professional bodies from the different sectors such as the Life Insurance Association (LIA), the Insurance Institute (II), and the Association of Compliance Officers in Ireland (ACOI).

The Programme Board reports to UCD Academic Council through the University Programme Board (UPB). The terms of reference of the Programme Board are given in Appendix 1. The terms of reference provide for the appointment of sub-committees to enable it to carry out its academic supervision of the Institute.

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

1. Student Affairs (i.e. admissions, Recognised Prior Learning (RPL), extenuating circumstance etc)., and
2. Student Assessment and Progression: – Programme Examination Review and Subject Area Review (PERSAR) and Programme Examination Board (PEB).

Under the supervision of the Programme Board the Institute 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 and learning policy
- 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, staff-student forums.
- Systematic student involvement in the QA/QE processes.
- Annual review of QA/QE processes

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

All programmes of the Institute operate under the following Academic Regulations of the University. References to these regulations are published in the prospectus and other programme-related documentation of the Institute in physical as well as digital form (on the Institute's website). These provide clarity to students and faculty on the standards required for ensuring the academic integrity of the Institute's programmes.

- (i) Academic Regulations of UCD
<http://www.ucd.ie/students/guide/academicregs.html>
- (ii) New programme approval
http://www.ucd.ie/registry/adminservices/curriculum/curriculum_prgs.html
- (iii) Programme change
http://www.ucd.ie/registry/adminservices/curriculum/curriculum_prgs.html?show=tab3
- (iv) Extenuating Circumstances <http://www.iob.ie/?q=node/903>
- (v) Plagiarism [UCD Plagiarism Policy](#)
- (vi) Recognition of Prior Learning (RPL)
<http://www.iob.ie/sites/default/files/RPL%20UCD%20Policy.pdf>
- (vii) Student Complaints
<http://www.iob.ie/sites/default/files/Student%20Complaint%20Protocol%202015-16.pdf>
- (viii) Student Code and discipline
<http://www.iob.ie/sites/default/files/Student%20Code%20of%20Conduct%202015-16.pdf>
- (ix) Assessment Appeals <http://www.iob.ie/?q=node/904>

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

Institute of Banking Quality Framework Governance and Mechanisms

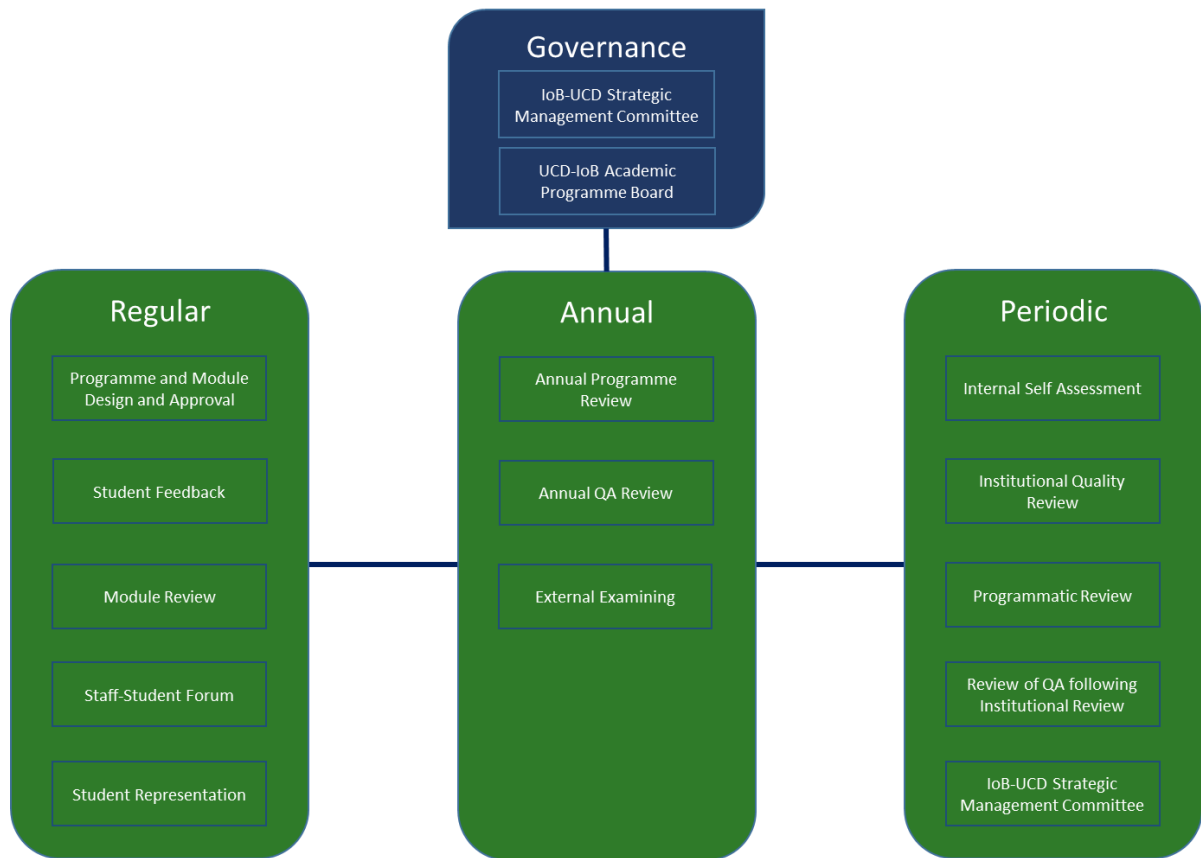


Figure 1.2 Institute of Banking Quality Framework

1.2.3 Supporting a Quality Culture

It is the responsibility of the Dean to uphold the academic quality of accredited programmes in the Institute. 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 Programme Board.

The Dean leads the academic faculty in the delivery of a quality learning experience for students. The Registrar, supported by the QA Manager, 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 the Institute is directed by an Academic Affairs Committee. The members include the CEO, the Dean, the Registrar and other senior educational officers of the Institute. 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 Co-ordinator has primary responsibility for quality standards and enhancement. He/she works with Module Co-ordinators 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 Programme Exam Review Subject Area Review (PERSAR) meeting and the Programme Examination Board (PEB). The Institute has a Quality Assurance Manager, who reports to the Registrar. The Quality Assurance Manager provides independent assessment of quality control, intervenes with Programme Co-ordinators to ensure that standards are not compromised, manages the appeals process and the relationships with external examiners, attends the Academic Affairs Committee and the sub-committees of the Programme Board.

The day to day quality of the student experience is implemented and managed by programme coordinators, module coordinators, programme managers, customer services, registry 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 UCD-IoB Academic Programme Board and IoB Management Team.

QA Implementation, Leadership and Oversight in the Institute of Banking

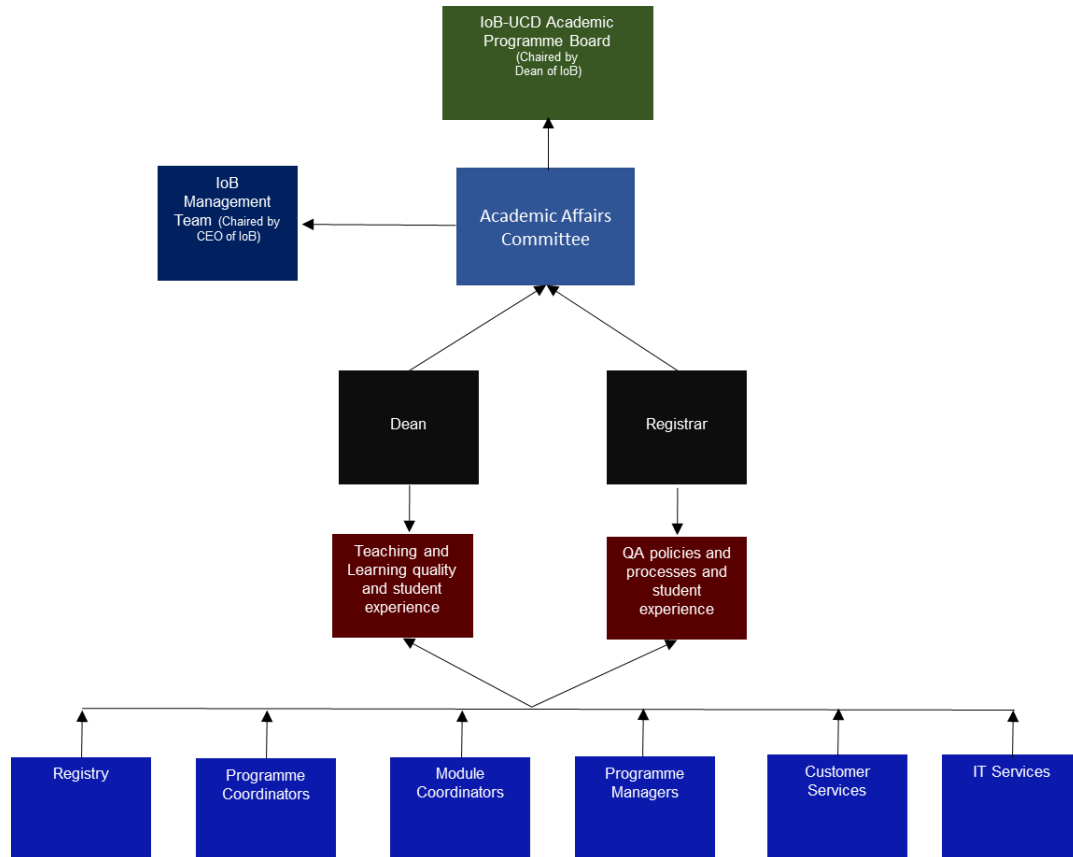


Figure 1.3 QA Implementation, Leadership and Oversight in the Institute

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

2.1 Supporting Public Confidence in the Institute of Banking

The Institute 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 Institute programmes, admission processes, admission criteria, and regulations. http://www.iob.ie/?q=Republic_of_Ireland; <http://www.iob.ie/?q=examdetails>
- Published quality assurance procedures informed by the University Quality Office guidelines and by QQI's Core Statutory Guidelines <https://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf> and QQI topic specific guidelines with regard to flexible and distributed learning <https://www.qqi.ie/Publications/Publications/QA%20Guidelines%20for%20Flexible%20and%20Distributed%20Learning.pdf>;
- 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 2010 UCD undertook an institutional review of the Institute. The review panel's report was published and is available on UCD's and the Institute's websites <http://www.ucd.ie/t4cms/FINAL%20RGR%20School%20of%20Professional%20Finance%20accepted%20by%20GA%20June2011.pdf> ; <http://www.iob.ie/?q=node/653>
- Representation of students on key academic committees and programme reviews and evaluations.
- Representation on the Institute's Council by senior executive officers from financial institutions and an independent director who sits on key governance committees of the Institute. <http://www.iob.ie/?q=Governance>

The Institute 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 1.2 for reference.

C - Quality Assurance Findings are Systematically Analysed and Drive Enhancement

3.1 Introduction

The Institute 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. The Institute 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, the Institute translates it into action plans with programme coordinators 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.

3.2 Institutional Review

In 2010 UCD undertook an institutional review of the Institute. The review panel's report was published and is available in UCD's and the Institute's websites

<http://www.ucd.ie/t4cms/FINAL%20RGR%20School%20of%20Professional%20Finance%20accepted%20by%20GA%20June2011.pdf> ;
<http://www.iob.ie/?q=node/653>

A quality improvement plan was developed on foot of these findings and a follow up meeting with UCD (including the Registrar and Quality Office) took place to evaluate progress on the improvements set out in the plan.

3.3 External Examiner Response and Annual Programme Action Plans

External examiner reports are reviewed by programme coordinators and form part of the programme reporting documentation which is also

considered by the Academic Affairs Committee. All external examiner comments are responded to by the module coordinator through the module assessment production process and by the Programme Coordinator within the Programme Development, Approval and Review Framework (PDARF) 12 (annual programme review form). A copy of the PDARF12 form is sent to the external examiner after the annual programme team meeting for each programme or made available to the external examiner during his or her site visit. Recommendations that may have cross programme applicability are noted and an implementation plan, sponsored by the Dean is developed.

3.4 Student Feedback

The Institute of Banking surveys students on modules on its accredited programmes at least once annually. The Institute also surveys graduates of its programmes annually. Results of surveys are combined with other programme and module information, including admission statistics, assessment statistics and completion reports 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 and the use of online forums enable the programme faculty and programme management staff to understand student concerns during the semester. This is an important mechanism to address any quality concerns in real time. The minutes of these meetings are shared with the student representative.

The Institute also captures and categorises feedback from students through Salesforce, a customer relationship management system which is used by the Institute's customer service and programme management teams. Reporting from the Salesforce system is also considered by a subcommittee of the Institute Management Team, of which the Registrar is a member on behalf of the Academic Affairs Committee. The Salesforce system allows specific issues to be readily identified and addressed and ensures student matters are visible across the Institute.

The Institute publishes details of programme enhancements periodically through its website and its newsletters.

3.5 Faculty Feedback

As part of the annual module and programme review process feedback is sought from programme faculty 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 PDARF 12.

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

4.1 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 2010 and the report of the outcome of this review was published. See Section 3.1. for reference to the published report. The next institutional review to review the effectiveness of the Institute's procedures is scheduled for 2017-2018.

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

5.1 Quality Assurance Policies and Procedures

The Institute'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 <https://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf> and QQI topic specific guidelines with regard to flexible and distributed learning <https://www.qqi.ie/Publications/Publications/QA%20Guidelines%20for%20Flexible%20and%20Distributed%20Learning.pdf>

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

- (i) Academic Regulations of UCD <http://www.ucd.ie/students/guide/academicregs.html>
- (ii) New programme approval http://www.ucd.ie/registry/adminservices/curriculum/curriculum_progs.html
- (iii) Programme change http://www.ucd.ie/registry/adminservices/curriculum/curriculum_progs.html?show=tab3
- (iv) Extenuating Circumstances <http://www.iob.ie/?q=node/903>
- (v) [Plagiarism Policy](#)
- (vi) Recognition of Prior Learning (RPL) <http://www.iob.ie/sites/default/files/RPL%20UCD%20Policy.pdf>

In other areas the Institute has adapted UCD regulations, with the formal approval of the Programme Board and University Programme Board. For example:

- (vii) Student Complaints <http://www.iob.ie/sites/default/files/Student%20Complaint%20Protocol%202015-16.pdf>
- (viii) Student Code and discipline <http://www.iob.ie/sites/default/files/Student%20Code%20of%20Conduct%202015-16.pdf>

(ix) Assessment Appeals <http://www.iob.ie/?q=node/904>

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

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

The Programme Board formally communicates changes in University policy that impact the Institute. 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

6.1 Student Representation

Student feedback is a key source of information for the improvement of programmes and services. The Institute of Banking 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.

The Institute also captures and categorises feedback from students through Salesforce, a customer relationship management system which is used by the Institute's customer service 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.

Student representatives also participate in staff-student fora. The purpose of the Staff Student consultative forum is to create a dialogue between students and staff for the purpose of improving the teaching and learning outcomes from the Institute's modules and programmes. In particular it assists in identifying any issues of teaching and learning that require remediation at the earliest opportunity. The Staff Student forum is designed to capture information on student learning while they are completing their programme of study. The forum 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 forum to raise matters of concern.

As per the terms of reference of the UCD-IoB Academic 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.

6.2 Independent External Representation

Objective independent review and consideration of the Institute's policies and operations is critical to the maintenance of standards and good practice in the provision of education to students. The Institute 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

The Institute has adopted UCD guidelines on external examiners:
http://www.ucd.ie/registry/academicsecretariat/docs/externe_po.pdf

External examiners play a vital role in assisting the Institute 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 QA Manager in the Institute coordinates all external examiner activity independently of the Programme and/or Module Co-ordinators in the Institute. The external examiner provides an annual extern report on academic standards as reviewed throughout the academic year.

Independent Director

The Institute 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 Institute'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 the Institute's Corporate Governance Statement
http://www.iob.ie/sites/default/files/loB_Corporate_Governance_Statement_2015.pdf

The independent director sits on a number of committees of the Institute
<http://www.iob.ie/?q=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)
<http://www.irishstatutebook.ie/eli/2012/act/28/enacted/en/html>, UCD is required to review the effectiveness of the QA procedures of its linked providers. The Institute's procedures have been approved by UCD

(Academic Council Quality Enhancement Committee May 2017) and these procedures are published on the Institute's website [xxxxxxx.html](#)

Specific Criteria

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

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

The Institute has published a Quality Assurance Policy along with these Quality Assurance Procedures: xxxxxx.html.

The Institute'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

<https://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf> and QQI topic specific guidelines with regard to flexible and distributed learning

<https://www.qqi.ie/Publications/Publications/QA%20Guidelines%20for%20Flexible%20and%20Distributed%20Learning.pdf>

Quality assurance in the Institute 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.

Details as to the Governance and Management of Quality Assurance (Including Q&A Policy) are set out in Sections 1.2.1 (Governance), 1.2.2. System of Governance and 1.2.3 (Supporting a Quality Culture).

H – Documented Approach to Quality Assurance

8.1 Documented Approach to Quality Assurance

The Institute's quality assurance procedures and policies have been approved by UCD and are publicly available on the Institute's website xxxxx.html and xxxxx.html

The Institute publishes an annual prospectus (in hard copy and online) 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
- Arrangements to assess a learner's eligibility to enter
- 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

Programme regulations are also published online along with application and registrations forms which contain further details on terms and conditions and data protection notices.

The Institute also publishes its academic regulations and policies. See Section 5.1 for a list of published documents.

The Institute also publishes an annual academic calendar of key dates for students and staff xxx.html

The Institute has adopted UCD pro forma and templates for new programmes or programme changes and or module derogations available on UCD's website:

http://www.ucd.ie/registry/adminservices/curriculum/curriculum_progs.html

The institute also uses internal templates and proforma for its internal committees and processes.

All templates and proforma are subject to annual review by the Registrar and the Academic Affairs Committee. This typically takes place in advance of the commencement of programme enrolment for the next academic year (August).

I – Programmes of Education and Training

9.1 Programme Development and Approval

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

- the programme is consistent with the Institute's strategy and with the existing policies of the Institute;
- 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 the Institute.

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 UCD-IoB Academic Programme Board, University Programme Board and UCD Academic Secretariat). The Institute supplements this process with an internal process, which ensures new programme development or programme changes are consistent with the Institute's strategy and mission. The Institute programme development process is outlined in below:

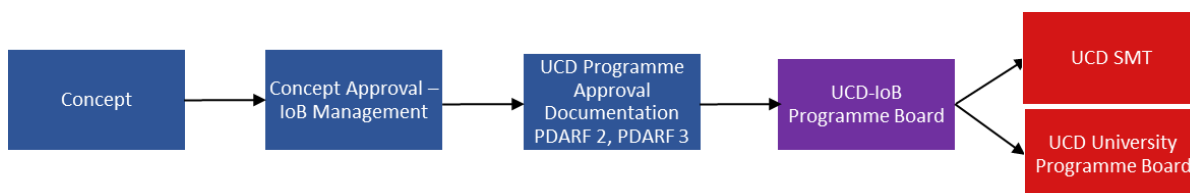


Figure 9.1 New Programme Approval in the Institute

New programme proposals often emerge from discussions between Institute personnel and professional and representative bodies in the banking and financial services industry such as the Banking and Payments Federation in Ireland (BPFI), Life Assurance Institute (LIA) and the Association of Compliance Officers in Ireland (ACOI).

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

The Institute has adopted a number of UCD approaches to the design and development of its programmes. The Institute uses the principles in UCD's Teaching and Learning resources (UCD's Teaching Toolkit <http://www.ucd.ie/teaching/resources/teachingtoolkit/>) in relation to programme development and has adopted UCD's curriculum review and enhancement guide in designing programme curricula. <http://www.ucd.ie/t4cms/Curriculum%20Review%20&%20Enhancement%20Guide.pdf>

9.2 Learner Admission, Progression and Recognition

Student admission, progression and recognition in the Institute of Banking is overseen by the Student Affairs sub-committee of the UCD-IoB Academic Programme Board. The committee reviews all admission, progression and RPL requests to programmes. It is the formal decision-making body for programme admission, and admission decisions made by the committee are final.

The Institute of Banking'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) <https://www.qqi.ie/Publications/Publications/Access%20Transfer%20and%20Progression%20-%20QQI%20Policy%20Restatement%202015.pdf>. This policy groups the procedures for learner admission, progression and recognition into four areas:

- credit,
- transfer and progression routes,
- entry arrangements,
- information provision

9.2.1 Credit

The UCD Academic Regulations apply for the definitions of credit and modules on Institute 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 20-30 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 2.5, 5, 7.5, 10, 15 or 20 ECTS credits.

The Institute includes arrangements for recognition for prior learning both for admission and for credit towards an award. The Institute has adopted the Recognised Prior Learning policy of the University <http://www.ucd.ie/t4cms/RPL%20Policy%20UCD.pdf>.

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

9.2.2 Entry Arrangements

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

The Institute stipulates the entry requirements to all its programmes when it submits a programme for approval to the UCD-IoB Academic Programme Board and the University Programme Board using PDARF2 (new programme proposal) and 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.

9.2.3 Transfer and Progression

The Institute 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. The Institute 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 the Institute's qualifications.

The Institute adheres to UCD policy on progression and continuation as set out in Section 5 of the University Academic regulations.

<http://www.ucd.ie/students/guide/academicregs.html>

9.2.4 Information

The Institute'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 8.1 (above) as are the published regulations (as set out in Section 5.1).

9.3 Programme Monitoring and Review

9.3.1 Annual Programmatic Review

To provide regular academic quality assurance and enhancement of each programme, the Institute 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 in July and August of each year.

Feedback from students is collected from a number of sources:

1. Student surveys (carried out at the end of each semester)
2. Staff-student forums (take place between 6-8 weeks from the start of term)
3. Learning engagement reports (levels of activity within eLearning supported programmes and submission rates and grades for continuous assessments) (carried out at the end of semester)
4. Student complaints (reviewed ongoing during each semester)
5. Ad hoc feedback either to or from programme managers, module coordinators and or programme coordinators.
6. Graduate surveys (carried out in July)
7. External examiner reports (provided in July and August)
8. Faculty feedback (collected ongoing during each semester)

The feedback is collated into several template reports:

- Annual module review form
- Annual programme review form (the Institute uses UCD's PDARF 12)
- Extern reports

The programme coordinator 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 PDARF 12 forms that are produced during the review process are considered by the Academic Affairs Committee. The PDARF 12 forms are circulated to the UCD-IoB 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 Coordinator and the programme team to reflect on the programme and recommend programme changes and other modifications on an annual basis;
- Provide the basis for the preparation of an action plan for the development and enhancement of the programme;

- Provide the UCD-IoB Academic 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.

9.3.2 Programmatic Review

The programmes offered by the Institute 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 the Institute 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 the Institute and so recommendations and subsequent actions are monitored to ensure maximum benefit is achieved from the Review.

The Objectives of a Programmatic Review

A Programmatic Review involves seeking answers to the following questions from the perspective of the various stakeholders:

- Is it clear what the purpose of the Programme is and is this purpose still relevant?
- Are the learning outcomes the correct learning outcomes for the intended programme?
- Does the existing structure ensure these learning outcomes are met?
- Are the teaching, learning and assessment practices appropriate?
- Are the supports satisfactory for students on this Programme?

The Dean of the Institute appoints a review committee, chaired by the programme coordinator and comprising module coordinators and a subject matter experts drawn from industry, relevant representative or membership bodies, a student representative and academics from UCD or other third level institutions. The review committee is supported in its work by the QA manager in the Institute.

In its review the committee will review and assess information from a range of sources including:

- Programme and module feedback
- External examiner reports
- Industry reports
- Graduate and employer surveys
- Government and other relevant national and international agency reports
- Other third level institutions and professional bodies programmes and approaches

Where a programme change is recommended by the review committee (through the programme coordinator), the Institute 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 UCD-IoB Academic Programme Board, University Programme Board and UCD Academic Secretariat).

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

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

9.4 Protection for Enrolled Learners

The Institute 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

10.1 Teaching and Learning Policy

The Institute is committed to putting its students at the centre of academic activities and enhancing the student experience. The Institute seeks to develop programmes and teaching and learning 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. The Institute 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.

<http://www.ucd.ie/t4cms/Curriculum%20Review%20&%20Enhancement%20Guide.pdf>

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

The Dean supported by senior staff in the Institute leads the standards of teaching and assessment in the Institute. 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 (for part time face to face delivery) or study guides (for blended and distance learning delivery). The Institute'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 the Institute's student portal *MyInstitute* which is the learning management system which houses module learning resources.

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

The programme monitoring and review mechanisms within the Institute seek to identify areas for enhancement within modules and programmes and across the Institute. Student representation on academic committees and through staff – student fora and through 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.

10.2 Provider and Learning Environment

As a provider of flexible and distributed learning, the Institute makes use of multiple delivery modes for its programmes. The programmes delivered by the Institute are primarily taught using 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. The Institute's online learning is reviewed annually.

As a provider of distance education programmes in Ireland and overseas the Institute uses teaching facilities of other institutions and centres such as UCD, UCC, where required. This is particularly the case for examinations, which are held in a number of centres. The institute has a set of standard criteria for all teaching, learning and assessment venues.

The effectiveness of the teaching and learning strategies and the standards of the learning environments and learning supports for modules and programmes is 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 coordinators, QA manager and where appropriate to the Dean. The Institute has a complaints protocol which is followed in such instances <http://www.iob.ie/sites/default/files/Student%20Complaint%20Protocol%202015-16.pdf>.

10.3 National and International Practice

As a recognised college of UCD, the Institute has access to UCD Teaching and Learning and teaching and learning initiatives developed in the University. The Institute, through the Dean, Director of Education, Head of eLearning 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. The Institute 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

11.1 Assessment Design, Methodologies and Practice

In line with UCD Academic policy accredited programmes of the Institute 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 PERSAR and PEB. Programme Coordinators work with module coordinators to ensure assessment and delivery strategies are aligned to programme outcomes and that modules map into programmes.

The Institute promotes and uses a range of assessment strategies in its modules to assess learning outcomes. The Institute adheres to UCD's assessment standards criteria and the principles in Assessment Code of Practice in the development and grading of assessment (http://www.ucd.ie/registry/assessment/staff_info/UCD_Assessment_Code_of_Practice_2015-2016.pdf) 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. The Institute's faculty online portal also includes links to UCD Teaching and Learning resources regarding assessment <http://www.ucd.ie/teaching/resources/assessment/>. These resources are supplemented by the Institute's module coordinator handbook and teaching and learning development sessions.

11.2 External Examiners

The Institute follows UCD guidelines on external examiners.
<http://www.ucd.ie/registry/assessment/subjectextern.html>

External examiners play a vital role in assisting the Institute 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 UCD-IoB Programme Board and recommended to the University. The QA Manager in the Institute coordinates all external activity in the Institute. The external examiner provides an annual external 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.

11.3 Examination Regulations

The orderly conduct and secure provision of examinations is a critical deliverable in providing assurance of academic standards. The Institute has adopted UCD principles and practice regarding the conduct of examinations <http://www.iob.ie/sites/default/files/IoB%20Exam%20Regulations%20%202015-2016.pdf>.

The Institute has also adopted UCD principles in the criteria it sets for the selection and use of venues as examination centres. All venues that are used in examinations on accredited programmes must meet these criteria. Examination venues are reviewed periodically.

The Institute is committed to ensuring that all students can become independent learners and engage fully in student life. The Institute 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 the Institute. The Institute 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 Institute guide detailing these supports is provided on its website <http://www.iob.ie/sites/default/files/16-17%20Information%20for%20Students%20with%20Special%20Requirements.pdf>

11.4 Grading

The Institute uses marks and grades in assessment according to the UCD Assessment Code of Practice http://www.ucd.ie/registry/assessment/staff_info/UCD_Assessment_Code_of_Practice_2015-2016.pdf) and uses the UCD Module Grade Descriptors which have been approved by Academic Council. The Institute also applies the UCD regulations as they relate to extenuating circumstances http://www.ucd.ie/t4cms/Extenuating_Circumstances_Notes.pdf , late submission of coursework https://www.ucd.ie/t4cms/latesub_po.pdf , and [Plagiarism Policy](#).

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

11.5 Grade Approvals Process (GAP)

The GAP in the Institute mirrors that of UCD, although the Programme Examination Review Committee and Subject Area Review meetings have been merged to form a PERSAR meeting (approved at the UCD-IoB Programme Board). The PERSAR meeting considers grade input, students' extenuating circumstances and feedback from module coordinators, programme coordinator and the external examiner report on student performance in the module and programme.

The PERSAR meeting is chaired by Chair of the UCD-IoB Academic Programme Board and attendees include senior academic faculty and programme managers.

The Programme Examination Board (PEB) takes place approximately one week after the PERSAR 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 UCD-IoB Academic 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 the Institute's website in the context of the publication of results
http://www.iob.ie/sites/default/files/IoB%20Communicating%20exam%20results%20FINAL_0.pdf

11.6 Feedback

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

<http://www.ucd.ie/teaching/resources/e-learningdesigntheprocess/assessmentandfeedback>. 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. The Institute 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.

11.7 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 the Institute mirrors that of UCD

<http://www.iob.ie/sites/default/files/2%20IOB%20Assessment%20Appeals%20Procedures.pdf>.

The Institute 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 <http://www.iob.ie/?q=node/904>

L - Staff and Faculty Recruitment, Management and Development

12.1 Full time staff and faculty in the Institute of Banking

The Institute 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 the Institute. Associate faculty are contracted according to a set of terms and conditions of employment with the Institute and an associated code of conduct.

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

A key strategy of the Institute 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 co-ordinated 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.

12.2 Recruitment and Selection

The Institute of Banking has clearly defined roles for full time academic and administrative staff supporting its activities.

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

Selection for roles takes place using a number of mechanisms including psychometric testing, interview, presentations and or other exercises.

Selection of faculty is based on academic qualifications, demonstrated experience and expertise in the subject area and previous teaching and

learning experience. The Dean appoints Programme Coordinators subject to the approval of the UCD-IoB Academic Programme Board, and Programme Coordinators recommend module coordinators to the Dean for consideration, recommendation and approval at the UCD-IoB Academic Programme Board.

New faculty are invited to attend the Institute's induction sessions which set out the Institute'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.

12.3 Faculty Communication

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

The Institute 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.

The Institute has a dedicated online faculty portal. It is a Moodle (Open Sourced Learning Platform) based forum where good practice is disseminated, discussions can take place and a range of teaching and learning resources are made available, with links to UCD's Teaching and Learning resources.

12.4 Faculty Development

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

All new faculty must attend the Institute's induction programme, which consists of a number of sessions covering the Institute's QA processes, programme and module design, assessment best practice, documentation, grading, and teaching. The Institute uses standardised module and programme documentation which reinforces the standards established in the induction programme.

The Institute also has an online faculty portal (Moodle based) which is a resource hub for faculty for teaching and learning practice, guidance and communications. It includes links to UCD teaching and learning resources <http://www.ucd.ie/teaching/resources/teachingtoolkit/>

12.5 Protocols for Staff Undertaking Institute Programmes

The Institute 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 the Institute. In such cases, the Institute 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

13.1 Introduction

The Institute's students are part time adult learners working in financial services. The student population is geographically dispersed, with most students based in a number of urban centres (Dublin, Cork, Waterford, Limerick, Galway, and Belfast).

As a provider of flexible distributed learning to working professionals, the Institute 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 Institute's membership offering).

13.1.1 Equality

The Institute is committed to equality of opportunity and to the elimination of all forms of discrimination under the Equality Acts 2000-2012 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.

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

It is the policy of the Institute that the principles and practice of equality of opportunity should apply to all aspects of the Institute'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 the Institute.

13.1.2 Dignity and Respect

The Institute employee handbook sets out the Institute's policy regarding dignity and respect. The Institute is committed to implementing and promoting measures to protect the dignity of employees and students and to encourage respect for others. Attitudes and behaviours that do not contribute to a positive environment are detrimental to everyone and therefore are not tolerated. The Institute aims to provide an environment, which is free of any form of harassment, including sexual harassment and bullying. This policy is applicable to all employees of the Institute who are obliged to be aware of the effect their own behaviour may have on others. It extends to work related events including education, training, conferences and social events.

13.2 Prospective Students

The Institute publishes a range of information to prospective students regarding programmes, regulations, policy and procedures. These are set out in Section 5.1 and 8.1.

The Institute also holds open evenings for students where it provides advice to prospective students on courses relevant to their current roles and prospective careers.

13.3 Enrolled/Continuing Students

For enrolled and continuing students, the Institute has a dedicated student portal, *MyInstitute* 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. The Institute 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
- Academic writing webinars
- Online formative MCQ assessments which help students gauge their knowledge and understanding of module content
- Past and sample papers
- Study tracker
- Contact details of lecturers and programme managers
- Correspondence – the Institute communicates electronically with students and all correspondence is stored in *MyInstitute*
- Results transcripts
- Online library
- Career supports

Programme support and customer service staff have access to view each student's *MyInstitute* portal which facilitates ease of communication between students and Institute staff.

13.3.1 Student Welfare

The Institute'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 coordinator deals with student matters in the first instance. If a problem cannot be resolved, it will be escalated to the relevant subcommittee of the UCD-IoB Academic Programme Board (Student Affairs or Examination Boards) with the students' permission. The QA manager of the Institute is responsible for documenting all matters that are escalated to the UCD-IoB Academic Programme Board subcommittees. Any resolutions will be discussed and approved at the UCD-IoB Academic Programme Board or subcommittee as required.

13.3.2 Access to services

Students of the Institute are also students of the University. At NFQ levels 8 and 9, students enrolling on programmes receive student cards and are entitled to use the library of the University.

On registration students are informed of the supports available to them through their induction. The Institute 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.

The Institute 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 the Institute. Supports range from special examination supports to audio texts, and other technological supports.

13.3.3 Learner representation

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

The Institute also holds staff-student forums with student representatives where the representatives, on behalf of the programme student body, discuss any matters of concern with programme staff.

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 and programme coordinators.

13.4 Graduates

As a professional membership body the Institute provides a range of supports to graduates with the aim of assisting them in their professional and personal development. A number of the Institute'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.

13.4.1 Career Guidance

The Institute 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 a free online career resource centre or avail of tailored, individual career coaching programmes at a special discounted rate.

13.4.2 Continuing Professional Development

Financial services undergo continuous change, and lifelong learning is vital for the Institute'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.

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

The Institute's CPD supports a range of professional designations.

13.4.3 Events

The Institute 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

14.1 Information Systems

14.1.1 Infrastructure

The Institute IT team have a hybrid IT support model. The Institute works with several external IT suppliers and has a number of support staff internally with a SLA 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.

The Institute 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, the Institute assigns each student a membership number. When a student joins the Institute, 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.

The Institute 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

The Institute uses virtualisation technology to deliver their IT services. Virtualisation technology enables the Institute 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

The Institute has a 99.9% availability SLA 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, the Institute 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 (*MyInstitute*) in the correspondence area. The Institute uses email and SMS to notify students when they have received correspondence in their student portal.

14.1.2 Enterprise Management System Overview

The Institute of Banking is supported by an Enterprise Management System (EMS) to operate its activities. This custom-built EMS supports all elements of the Institute 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
- Online submission of continuous assessments
- Administration of examination logistics
- Administration and processing of assessment records including the calculation and communication of provisional and 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 the Institute's finance function. This enables the efficient collection of student fees.

14.2 Learner Information Systems

Modules delivered by the Institute may be supported by eLearning interactive delivery methods using the Institute Learning Management System (LMS). The Institute LMS is a Moodle-based learning platform and 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

The Moodle platform 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.

The Institute 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 semester 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, the Institute's students do not receive any correspondence from UCD in relation to their programme or modules. All correspondence and communication issues from the Institute.

14.3 Management Information Systems

The Institute generates a number of reports from its EMS and LMS. The reports produced allow 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 the Institute and provide the Dean and other senior academic and management staff with insights into how the Institute and its programmes are meeting student needs and delivering on student expectations. The Institute has developed a number of key performance indicators (KPIs) to assess how its activities are achieving the Institute'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 the Institute. 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.

14.4 Records Maintenance and Retention

As a recognised college of UCD, for students on its programmes (prospective, continuing and graduates) the Institute adheres to UCD's records management policy <http://www.ucd.ie/foi/>. The records' management policy refers to admission files, student scripts and course works along with other information such as minutes of meetings.

14.5 Data Protection and Freedom of Information

The Institute is committed to implementation of its obligations as a data controller under the Data Protection Act 1988 as amended by the Data Protection (Amendment) Act 2003. The Institute has already commenced work on an implementation programme for the General Data Protection Regulations which come into force in May 2018. This programme of activity will give rise to a revised Data Protection Policy for staff and faculty. The Freedom of Information Act 2014 applies to the Institute in the context of students being students of the both the Institute and UCD.

O - Public Information and Communication

15.1 Public Information

The Institute 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 in hard and soft copy containing details of all programmes

http://www.iob.ie/sites/default/files/loB_Prospectus_2016_ROI.pdf

Details on how to apply to the Institute programmes is also presented for each programme. http://www.iob.ie/?q=Republic_of_Ireland

The Institute 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.

The Institute also conducts 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.

An internal communications committee, chaired by the deputy CEO oversees the Institute's communications, in particular information published on its website. Representatives from a range of functions are members of this committee 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.

15.2 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 the Institute's website (see Section 5.1 and Section 8.1)

15.3 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.

The Institute's last quality review took place in 2010 and the report of the outcome of this review was published. See Section 3.1. for reference to the published report. The next institutional review to review the effectiveness of the Institute's procedures is scheduled for 2017-2018.

P - Self Evaluation, Monitoring and Review

16.1 Internal Self-Monitoring

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

- a) Student survey feedback (module feedback is collected from students annually)
- b) Graduate survey feedback (on completion of programmes)
- c) Staff-Student forum
- d) Complaints (these are collected directly by programme managers, or through salesforce via customer services)
- e) Post exam analysis (module assessment review forms) (data and analysis provided by the IT reporting system and module coordinators)
- f) External examiner reports
- g) Programme intake, exit and continuation data (produced from the system by programme managers and used to populate programme and module review forms)
- h) Programme team meeting minutes (minutes of programme review meetings)
- i) Examination Paper Production Forms
- j) Other academic staff feedback
- k) Module and Programme (PDARF 12) forms
- l) Annual Programme Action Plans
- m) 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.

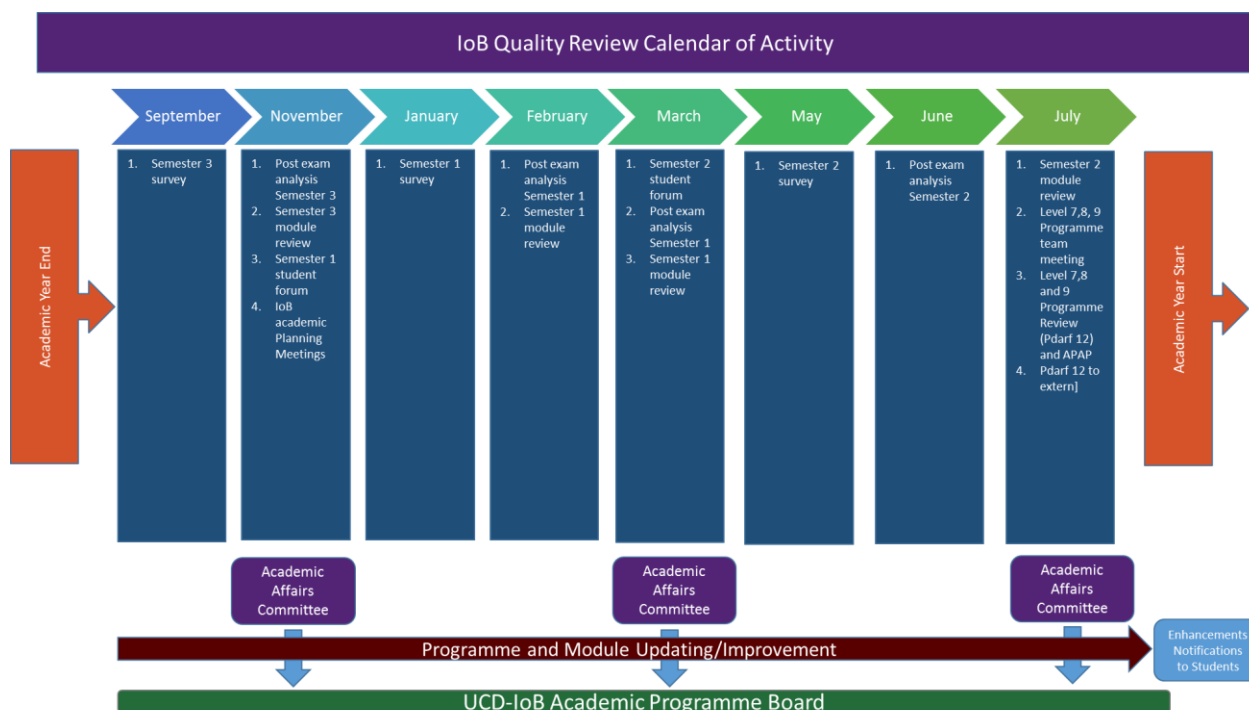
Module reviews are conducted on modules after a semester in which they are delivered. The reviews for each module on a programme culminate in a programme development and review form (PDARF 12). These are then discussed at the programme team meeting at the end of the year. Following this meeting, a final annual programme action plan (APAP) is prepared under the sponsorship of the programme co-ordinator and the agreed actions are captured in a quality improvement plan action log.

16.1.1 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 UCD-IoB Academic Programme Board.

The review cycle is as follows:



16.2 Self-Evaluation and Improvement and Enhancement

As a recognised college of UCD, the Institute 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

<http://www.ucd.ie/quality/qualityreviewprocess/>

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 (working draft).

The Institute's quality assurance procedures have been approved by UCD (Academic Council Quality Enhancement Committee May 2017) and these procedures are published on the Institute's website. Xxxx.html

The external review requires that the Institute 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 the Institute 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 the Institute considers the legislative and best practice guidelines relating to institutional review including:

- Qualifications and Quality Assurance Act (2012)
<http://www.irishstatutebook.ie/eli/2012/act/28/enacted/en/html>
- UCD Quality Review Procedures
<http://www.ucd.ie/quality/qualityreviewprocess/>
- IUA – A framework for quality assurance in Irish Universities
http://www.ucd.ie/t4cms/framework_document_2nd_edition.pdf
- EUA – Institutional Evaluation Programme (2015)
<http://www.eua.be/activities-services/institutional-evaluation-programme/Home.aspx>
- IHEQN Principles for reviewing the effectiveness of quality assurance procedures in Irish Higher education and training (2007)
http://www.iheqn.ie/fileupload/File/IHEQN_Principles_for_Effectiveness_Reviews_December_2007_30565958.pdf
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015) http://www.engq.eu/wp-content/uploads/2013/06/ESG_3edition-2.pdf
- QQI Policy on Quality Assurance Guidelines (2014)
<http://www.qqi.ie/Downloads/Policy%20on%20Quality%20Assurance%20Guidelines.pdf>
- QAA (UK)-Educational Oversight Reviews (2014)
<http://www.qaa.ac.uk/reviews-and-reports/how-we-review-higher-education/educational-oversight>

Q - Other Parties Involved in Education and Training

17.1 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. The Institute therefore works with a range of stakeholders such as professional bodies (Insurance Institute (II) and Life Insurance Association (LIA) Association of Compliance Officers in Ireland (ACOI) and representational bodies (Irish Funds) (IF)) to inform the development of Institute programmes of specific interest to the different area/fields within the financial services sector. The Institute is the educational partner to these bodies, providing the individual members of these bodies with access to accredited programmes.

17.2 External Relationships

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

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

The Institute 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, UCD-IoB Academic Programme Board and or the Council of the Institute will be consulted prior to the establishment of any formal arrangement with a third party.

The Institute 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.

17.3 Expert Panellists, Examiners and Authenticators

External stakeholders play an important role in the quality assurance and quality enhancement process in the Institute. The Institute is subject to regulations and policies of the University, in particular the University's periodic quality review process:

<http://www.ucd.ie/quality/qualityreviewprocess/>

which entails a periodic review (and approval) of the Institute'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.

The Institute'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, the Institute ensures maximum objectivity in relation to the appointment. External examiners are nominated by the Dean and approved by the UCD-IoB 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 three years; exceptionally, they may be reappointed on a year-by-year basis for a term not exceeding six years. Other than in such exceptional circumstances, external examiners may not be reappointed to that module in the Institute until at least three years have elapsed since their previous appointment.

R - Comprehensive Quality Assurance Framework

18.1 Quality Assurance Framework

The Institute has published a Quality Assurance Policy along with these Quality Assurance Procedures: xxxxxx.html.

Quality assurance in the Institute is based on the following principles:

- Quality assurance is the responsibility of all staff (including associate faculty and management) in the Institute
- The Dean and Registrar are accountable to the University and the Council of the Institute for quality assurance in the Institute.
- 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 the Institute'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
- the Institute is committed to continually enhancing its education provision and the quality assurance procedures are designed to enable the Institute 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?

The Institute'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 <https://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf> and QQI topic specific guidelines with regard to flexible and distributed learning <https://www.qqi.ie/Publications/Publications/QA%20Guidelines%20for%20Flexible%20and%20Distributed%20Learning.pdf>

Quality assurance in the Institute 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 UCD-IoB Academic Programme Board

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

1. Purpose and function of the Board

- 1.1. The UCD-IoB Academic 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 Academic 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 Academic 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 Academic 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 Academic 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 Academic Programme Board (or the Chair acting on the delegated authority of the Academic 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 Academic 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 Academic Programme Board shall work with the University and the Institute to promote the programmes both internally and externally.
- 2.6. The Academic 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 Academic 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 Academic 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 Academic Programme Board shall hold a Programme Forum, at least once per semester. 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 semester should be presented to the Forum, and the input and advice of the Forum sought and taken into consideration by the Board.
- 2.10. Academic Programme Boards can appoint as many Programme Co-coordinators as necessary.

3. Chair of the IOB-UCD Academic Programme Board

- 3.1. The UCD-IOB Academic Programme Board shall be chaired by the Dean of the School of Professional Finance, IOB or his/her nominee.
- 3.2. The Chair of the Academic 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 Academic 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 the Institute 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 the Institute 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 the Institute.
 - (vi) Oversee the effective and efficient administration of the programme.
 - (vii) Support the development of a collaborative administrative network involving UCD Registry, the Institute 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 Academic 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 Academic Programme Board, or his/her nominee, shall be a member of the relevant University Programme Boards.
- 3.5. Where the Chair of the Academic 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 the Institute 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 the Institute, and to the Academic Council of the University.

4. Composition of the UCD-IoB Academic Programme Board

- 4.1. The following shall be members of the Academic 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 Academic Programme Board should meet at least 2 times per semester; meetings shall be aligned to the schedule of meetings of the appropriate University committees.
- 5.2. The meetings of the Academic 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.

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