CHEVRON COLLEGE

Chevron College Quality Assurance Manual (QAM)

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FOREWORD

Dear reader,

I would like to take this opportunity to welcome you as an interested party in the operations and management of Chevron College ('Chevron'). Chevron is one of Ireland's leading private education and training providers and we are accredited by QQI, Quality and Qualifications Ireland. Chevron was originally established in 2005 to meet the mandatory training needs of people across a number of specialist sectors in Ireland. Since that time Chevron's operations have expanded to include a wide range of training and education activities in both the Further and Higher Education sectors and we successfully completed QQI's reengagement process in 2019.

In recognition of Chevron's growing reputation and experience as a provider of high-quality third level education, the company is applying for an extension of scope from QQI to deliver programmes at Level 8 on the National Framework of Qualifications. Furthermore, in reflecting the greater academic stature of Chevron within the education sector, which has been epitomised by the implementation of best practice learning and assessment methodologies, the company has recently rebranded as Chevron College.

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

Chevron's QQI Quality Assurance System is an integral part of the organisation's overall ISO9001:2015 certified Quality Management System and uses a framework based on the 11 core sections of QQI's Core Statutory Quality Assurance Guidelines. All interested parties and stakeholders are reminded that nothing in the overarching ISO 9001:2015 Quality Management System may override the specific requirements of the QQI Quality Assurance document in relation to the delivery of QQI programmes.

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

Karl Fitzpatrick

President

Chevron College

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LIST OF ABBREVIATIONS

Chevron	Chevron College*
CPD	Continuing Professional Development
ETB	Education and Training Board
FET	Further Education and Training
HET	Higher Education and Training
KPI	Key performance indicator
ISO	International Standards Organisation
LMS	Learning Management System
QA	Quality Assurance
QAA	Quality Assurance Agency for Higher Education (UK)
QQI	Quality and Qualifications Ireland
NFQ	National Framework of Qualifications
SIS	Student Information System
UEL	University of East London
UOS	University of Sunderland
WGU	Wrexham Glyndŵr University

* Note: all references to ‘Chevron’ in the following pages refer to the legal entity ‘Chevron College’

1 THE CONTEXT OF QUALITY ASSURANCE WITHIN CHEVRON

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

1.1 Purpose and Scope of the Quality Assurance System

The Quality Assurance system at Chevron is designed to support the creation and delivery of quality products and services for Chevron's stakeholders. Stakeholders include staff, potential learners, external authenticators and examiners, and members of review panels.

Chevron has worked hard to create a culture of quality assurance within the organisation. This includes both corporate activities and academic areas. Every member of the Chevron team has clearly defined roles and responsibilities, with a focus on serving the individual learner as the main user of Chevron's education and training services. Management and academic leaders at Chevron monitor and review quality through both formal and informal channels, as explained in this Quality Assurance Manual.

Chevron is accredited by several awarding bodies, such as QQI, the University of Sunderland, and the University of East London to deliver training and education programmes. The specific requirements of these partners have influenced Chevron's quality assurance system.

The scope of this Quality Assurance (QA) system covers 12 main policy areas, based on guidelines from QQI, the state agency responsible for promoting quality and accountability in education and training services in Ireland. This QA manual was developed with reference to these key documents from QQI:

Core

- QG1, Statutory quality assurance guidelines developed by QQI for use by all providers

Sector specific

- QG2, Quality assurance guidelines for private and independent providers

Topic specific

- QG8, Quality assurance guidelines for providers of blended and fully online programmes

The QA system is designed to be comprehensive and integrated, meeting the needs of learners, QQI, and other stakeholders in Chevron's services.

1.2 Background and Context of Chevron

1.2.1 Launch and Development

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

1.2.2 Expansion and Quality Focus

Chevron expanded its training with a range of awards in the childcare and healthcare sectors, reflecting the move towards greater professionalism and quality in these fields. In 2012, the management and business operations were restructured. The current owner and College President, Karl Fitzpatrick, took full control of the Chevron business. These changes allowed for a remodelling of the business at a time when training and education providers were adopting new quality and professional standards. This period also saw the creation of QQI as Ireland's national training and education accreditation body, in accordance with the Qualifications and Quality Assurance (Education and Training) Act 2012.

1.2.3 Training Delivery Modes

Chevron currently offers a wide range of accredited education and training programmes, focusing on the childcare, healthcare, leadership, financial technologies, and energy sectors. The business model continues to develop new courses and regularly updates existing programmes to ensure that all learners can develop the skills needed to achieve their career goals and meet new mandatory training requirements. Delivery methods have evolved from traditional classroom settings, and most courses are now offered through blended and online learning approaches.

1.2.4 Expansion to Higher Education

In 2015/16, in response to learner feedback and market demand, Chevron developed and received approval to deliver an online childcare honours degree programme. This programme was offered in collaboration with the University of East London (UEL), providing a pathway into Higher Education. Chevron's collaboration with UEL was featured as a case study in QAA's review of UK-Ireland transnational education partnerships in 2017. In 2019, a two-year MA in Early Childhood Care, Education and Management was approved for delivery, offering ELC graduates an opportunity to further develop their skills in managing early childhood settings.

In early 2018, Chevron introduced another progression route for health and social care learners with an online degree programme in health and social care developed in collaboration with the University of Sunderland (UOS). Chevron successfully engaged with QQI in 2025 to extend its QA scope to allow for fully online provision of QQI programmes. We currently offer programmes from level 5 to level 8 on the QQI framework and up to level 9 with partner institutions (i.e., non-QQI programmes), but we are in the process of engaging with QQI to increase our QQI programme offering up to level 9, subject to QQI approval.

1.2.5 Delivery Modalities: Face-to-Face, Blended, and Fully Online

Chevron initially started off with face-to-face delivery only, and this expanded to include blended learning delivery in 2018 as part of our new scope of provision, and this was followed by a further extension of scope in 2025 to include fully online delivery. Chevron now delivers programmes through a range of these delivery modalities and programmes are developed and redeveloped to align with programme objectives, learner needs, and regulatory requirements. These modalities build on the organisation's experience in both in-person and online delivery and are designed to enhance teaching and learning through the effective use of digital technologies and contemporary educational practices.

Programme delivery may combine asynchronous learning activities (remote, internet-based engagement) with synchronous learning events, such as face-to-face workshops, live online classes, or interactive webinars, depending on the approved delivery mode of the programme. In fully online programmes, synchronous engagement is facilitated through scheduled live online sessions, while face-to-face programmes prioritise in-person interaction supported by appropriate digital resources.

The design and implementation of learning across these modalities are informed by the provider context and the learner community, recognising that delivery approaches continue to evolve. Chevron's approach seeks to create dynamic learning experiences that foster

active participation, independent study, and collaborative learning through structured online learning communities and guided engagement with tutors.

Chevron adopts a holistic approach to learning delivery across all modalities, taking account of the following factors:

- **Access:** Chevron has created a nationwide training footprint, supporting learners across Ireland offering high-quality training and education experiences.
- **Feedback:** Tutors and Programme Leaders review feedback and adapt the programme to meet the evolving needs of learners, wider stakeholders, and emerging technologies.
- **Flexibility:** Many of Chevron's learners are returning to education while being employed in jobs with unusual working hours and may have family commitments.
- **Learner Engagement and Satisfaction:** Tutors can monitor learner motivation and engagement with the blended programme content, providing one-to-one support and leading group discussions to support learning.
- **Teaching and Learning:** People learn in different ways, and blended learning offers various teaching and learning opportunities to support individual needs including the development of Chevron's own CO-CREATES model.
- **Technology:** Learning is supported through a Learning Management System (LMS) and online discussion groups focused on learning outcomes. Chevron fosters a digital learning community supported by skilled lecturers/tutors and support teams.
- **Universal Design for Learning (UDL):** Chevron ensures that the needs of diverse learners and staff are met through accessible, inclusive, and empowering teaching and learning strategies.

Chevron believes that this flexible, modality-responsive approach supports learners in developing critical thinking skills, constructing meaning, and deepening their understanding of subject areas. Across face-to-face, blended, and fully online provision, teaching and learning are designed to support cognitive development, meaningful interaction, and collaborative learning, guided by academic staff.

1.3 Organisation and Management

1.3.1 Business Oversight

Chevron's Management Board has primary responsibility for the oversight of business strategy and operations ensuring the sustainability of the organisation as a business. Management's core task is to facilitate the delivery of products and services to meet learners' needs, whilst meeting all stakeholder and legal requirements. There are three

broad areas which fall within the responsibility of the Management Board: *Education and Training Delivery and Support*, *Sales and Marketing*, and *Operations, HR, and Finance*.

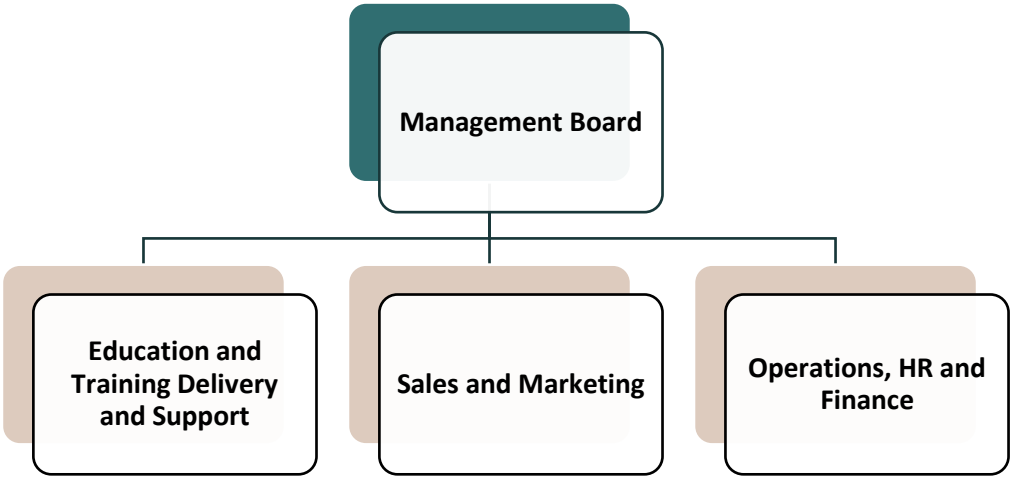

Figure 01: Management Board Oversight of Chevron College Work Streams

The purpose of each area is as follows:

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

The three main work streams within Chevron College are:

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

1.3.2 Management Reviews

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

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

The members of the current Management Board (at the time of this QAM version's approval) are:

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

1.4 Quality Initiatives and Academic Authorities

In 2016, as part of Chevron's commitment to continuous improvement, the training business achieved ISO9001:2015 certification. This involved developing and implementing a comprehensive Quality Management System for the organisation's various business lines. The new system was based on the Quality Assurance (QA) requirements of QQI and other certifying bodies. The main goal of this initiative was to ensure that all business processes focus on delivering quality services to learners and training partners. The process review identified the need for a structure that could provide separate academic oversight of teaching and learning activities.

As a result, in late 2018, Chevron's Board of Management approved the terms of reference for an Academic Council. This Council was established as the academic authority within the organisation starting in January 2019.

See section 2.2.2 for additional information on the Academic Council.

1.4.1 Benchmarking

Chevron recognises that it can learn from other education and training organisations by identifying, understanding, and adopting best practices and new approaches. The organisation compares its current standards, processes, and methods with those of similar organisations to set new standards and goals, which can improve Chevron's performance and overall quality.

Benchmarking involves networking with other education and training providers, sharing and analysing data to identify differences between Chevron and its benchmarking partners (and national statistics, where available). The scope of these benchmarking exercises includes comparisons of:

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

The results are used to identify areas for development and improvement within Chevron and its benchmarking partners. This is an ongoing process, and future benchmarking exercises will include comparing the skills and outcomes achieved from different learning environments and learner experiences.

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

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

1.4.2 Service Delivery

The Management Board sets the organisation's strategy and business goals, leaving individual line managers free to focus on service delivery across the Training, Sales and Operations domains.

Management recognises that independent oversight of teaching and learning activities is critical to the achievement of Chevron's goals. Three levels of academic review are used within the organisation to monitor this area:

- **Academic Council:** Academic and QA oversight for Chevron College.
- **Programme Board:** Oversight for a specific programme at Chevron College.
- **Programme Delivery:** Oversight for teaching, learning, delivery, assessment, and feedback at module level.

The members of each level of academic review are provided the terms of reference for their purview and are invited to attend meetings as they are scheduled.

See Figure 02: Academic Review Responsibilities within Chevron on the next page.

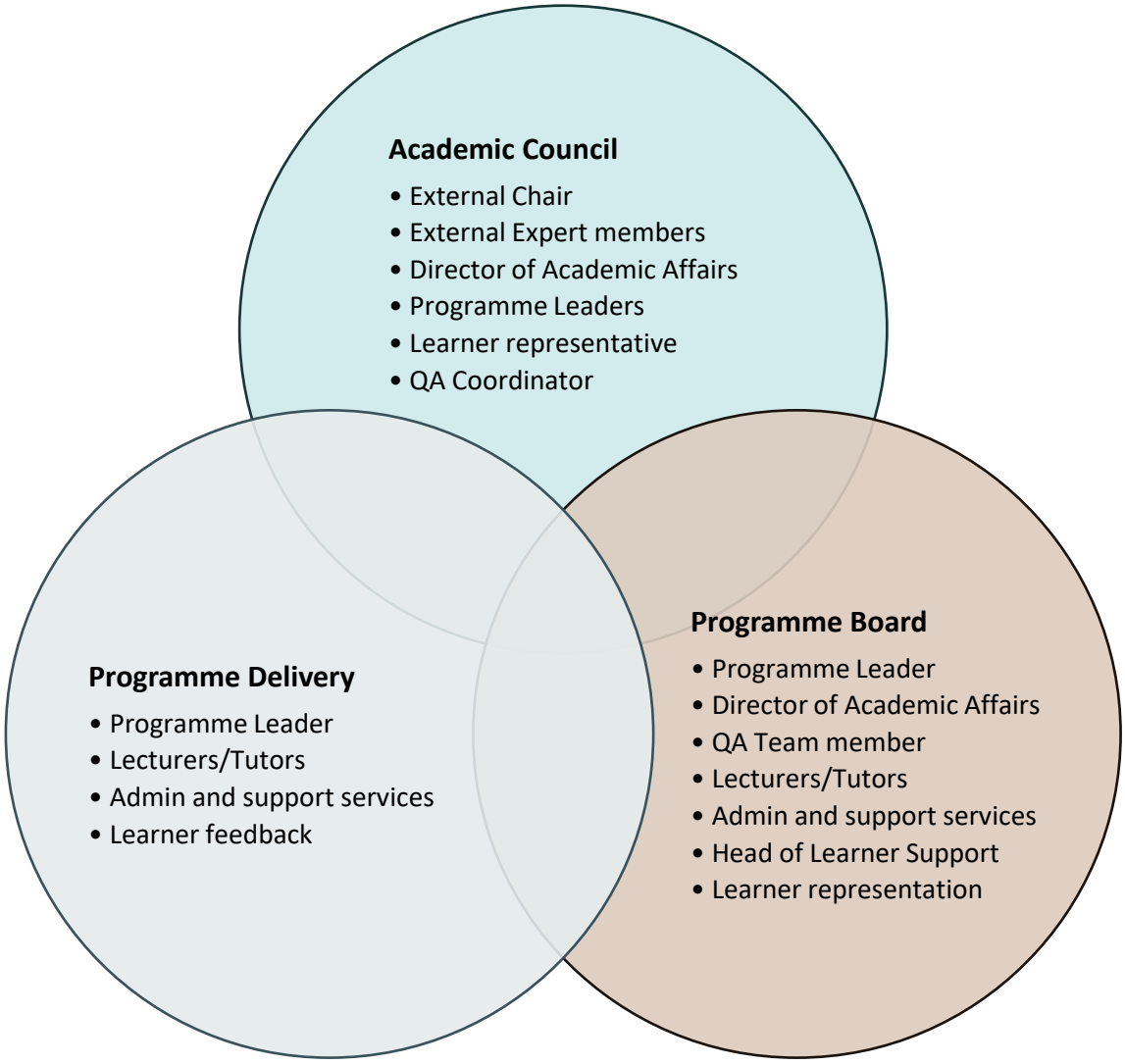

Figure 02: Academic Review Responsibilities within Chevron

1.4.3 Academic Council

Chevron's Management Board approved the Terms of Reference for an Academic Council in 2018 (see section 2.2.2 for Terms of Reference). This development reflected the need to have a separate academic authority to determine academic policies, course approvals and have oversight of learning delivery at both FET and HET levels, thereby leaving the Management Board to focus on business operations.

The Academic Council held its first meeting in January 2019 and meets four times each year to monitor academic standards and act as the key organisation-level quality assurance monitoring and decision-making forum for academic matters.

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

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

This approach protects the overall integrity of the academic process through a clear focus on the interests of learners and managing the potential risk of excessive influence from other stakeholders.

1.4.4 Programme Reviews

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

Quality Assurance and continuous improvement within Chevron's operations is achieved using a 'plan-do-check-act' (PDCA) process, as shown in Figure 03: PDCA Approach to Programme Reviews on the next page. The Programme Board uses this approach alongside the Quality Management System (QA) with its comprehensive suite of policies and procedures as documented here in the College. See section 5.9 for additional information on Programme Reviews, and see section 13.1 for the Self Evaluation, Monitoring, and Review Policy.

The "Plan-Do-Check-Act" (PDCA) cycle is a continuous improvement model used to enhance quality assurance processes in education. It begins with the **Plan** phase which involves defining programme scope and validation, allocating resources and capacity, and aligning internal processes to meet objectives. Next, the **Do** phase focuses on programme delivery and the execution of teaching and learning activities. The **Check** phase incorporates learner feedback, results review, and internal audits to identify lessons learned and areas for improvement. Finally, the **Act** phase emphasises reviewing processes with the Academic Council, implementing resource improvements, and updating QA practices and training to ensure progress and maintain high standards. This cycle reinforces a systematic approach to monitoring and improving educational programmes and organisational processes.

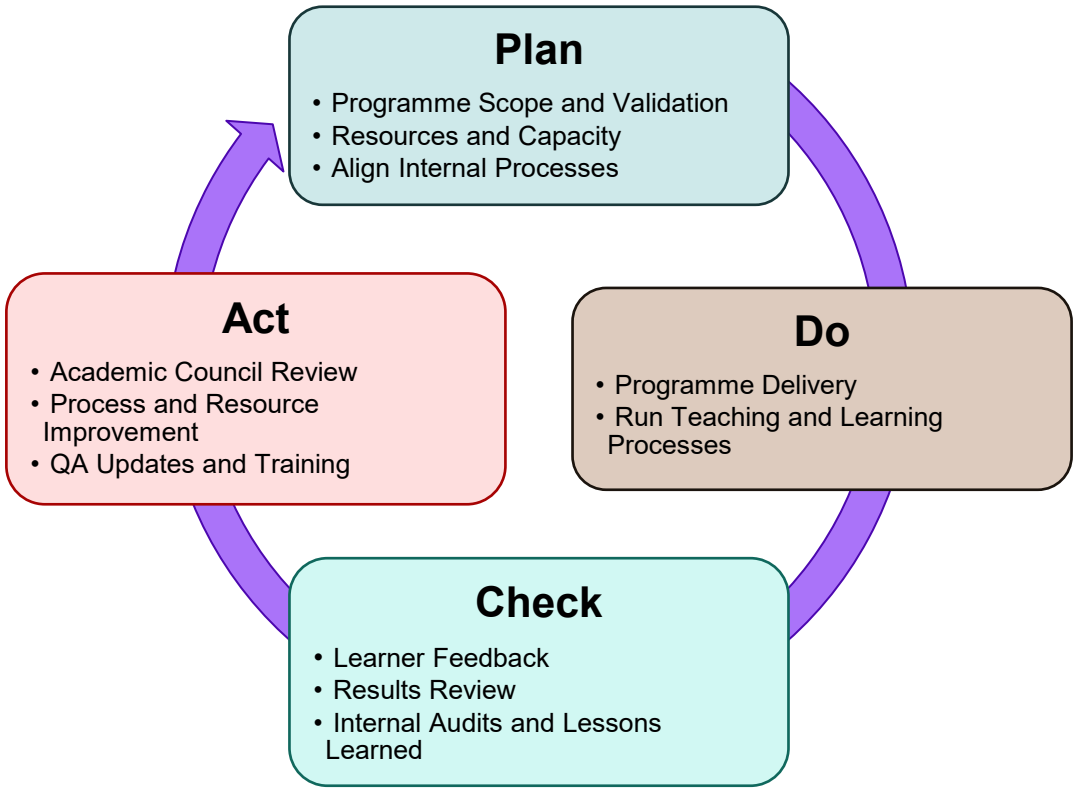

Figure 03: PDCA Approach to Programme Reviews

1.4.5 Programme Delivery

The Director of Academic Affairs is responsible for the quality of delivery of individual course modules and programmes. In terms of service delivery, this involves an oversight of lecturers/tutors, administrators and learner support services. The Director of Academic Affairs works closely with Programme Leaders in resourcing programme content, new programme design, and reviewing overall teaching and learning policies.

1.5 Mission Statement And Values

1.5.1 Mission Statement

Chevron College is committed to excellence in education and training, ensuring that our learners receive high-quality support throughout their journey. Our vision is to be responsive, innovative, and sustainable in our delivery of education, while making a social, economic, and cultural contribution to our community.

We achieve this by identifying and meeting the needs of our learners through constant dialogue with learners, staff, and other key stakeholders. Additionally, we constantly monitor and improve our business processes to deliver quality in higher and further education and training.

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

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

1.5.2 Value Statement

At Chevron College we are committed to providing an educational environment that not only fosters academic excellence but also nurtures personal growth and development. Our Value Statement outlines our core values and the expectations we uphold for our learners, staff, and wider community. It serves as a testament to our dedication to creating a learner-centred, inclusive, transparent, empowering, collaborative, innovative, and dedicated college culture.

- **Quality Experiences:** Deliver high-quality teaching and learning experiences, facilitated by skilled and passionate staff. Ensure that the learner experience is supported at every step along the learner journey.
- **Learner-Centred Approach:** We place our learners at the heart of everything we do. Our curriculum, teaching methods, and support services are designed to cater to the diverse needs, aspirations, and backgrounds of all our learners, ensuring every learner can achieve their full potential.
- **Inclusivity:** We are committed to fostering an environment where every member of our community feels valued, respected, and included. We actively work to eliminate barriers to learning and participation, ensuring equal opportunities for all, regardless of background, ability, or circumstances.
- **Transparency:** We believe in clear, open communication and accountability in all our actions. We ensure that our learners and staff are fully informed and engaged in decision-making processes that affect their educational journey and work environment.
- **Empowerment:** We empower our learners by providing them with the skills, knowledge, and confidence to succeed in their chosen fields and to become proactive, responsible members of society. We encourage self-directed learning, critical thinking, and the pursuit of lifelong learning.
- **Collaborative Culture:** We value the strength that comes from working together. Our collaborative approach involves learners, staff, and external partners in a shared effort to enhance learning experiences, drive innovation, and contribute positively to our communities.

- **Innovation:** We are dedicated to embracing change and innovation in education. We constantly seek out new and creative ways to enhance teaching and learning, incorporating cutting-edge technologies and methodologies to prepare our learners for the future.
- **Dedication:** Our staff demonstrate an unwavering commitment to the success and wellbeing of our learners. We are dedicated to upholding the highest standards of teaching, support, and service, continually striving for excellence in all we do.
- **Integrity:** Uphold the highest standards of academic integrity, honesty, and ethical behaviour.
- **Support:** Provide comprehensive support services to assist with academic, personal, and professional development for staff and learners. We understand that supporting staff ensures learner success.
- **Feedback:** Offer constructive feedback and opportunities for reflection to support continuous improvement. Continuously improve our courses, facilities, and services, incorporating feedback to enhance learning experiences.

1.6 The College Charter

The aim of our Charter is to clarify the expectations from the college and of learners, academic staff, and commercial and administrative staff to improve mutual support, create transparency, and strengthen relationships to help ensure a safe and positive environment for all. A wide range of policies, legislation, standards, and information inform our Charter. Failure to adhere to Chevron College's charter can have various consequences for learners and staff which could impact their professional and academic journeys.

1.6.1 Graduate Attributes

Chevron College is committed to developing the following graduate attributes in our learners.

Graduate Attribute	Qualities Associated with the Attribute	Expectations for the Graduate Attribute
Work and Employability Ready	• The ability to fit effortlessly into a variety of workplaces and deliver results. • An understanding of how the workplace works. • A professional attitude. • A range of transferable	• Specialist knowledge • Competent • Capable • Adaptable • Digitally fluent • Solution-oriented • Globally engaged

Graduate Attribute	Qualities Associated with the Attribute	Expectations for the Graduate Attribute
	skills.	• Socially engaged • Active leaders • Innovative • Agent of change
Professional	• Graduates are responsible, caring, ethical professionals. • Are self-directed, compassionate, and confident. • Are judicious, operating with integrity and equity.	• Responsible • Committed • Ethical • Compassionate • Self-directed • Empathetic • Confident • Judicious • Integrous • Equitable
Collaborative	• Graduates are collegial and co-operative, and they work well as part of a team. • Display high levels of both interpersonal and intrapersonal skills and are respectful in their dealings with others. • Are open minded, with a restorative attitude when working with others. • Are receptive to feedback.	• Team player • Collegial • Cooperative • Communicative • Inclusive • Respectful • Open minded • Restorative • Receptive
Effective Communicators	• Characterised by fluency and competency, in a range of different media. • Are both articulate and good listeners. • Can address a variety of	• Emotionally intelligent • Responsive • Critical thinker • Positive • Problem solver

Graduate Attribute	Qualities Associated with the Attribute	Expectations for the Graduate Attribute
	groups. • Are sensitive and appropriate to context (professional, cultural, etc.).	• Intercultural competence • Can manage information • Collaborator • Creator of content and knowledge • Ethical and responsible • Evaluative • Can manage digital identity appropriately
Committed to Continuous Learning	• Graduates possess a spirit of inquiry, reflection and evaluation. • Understand that knowledge is not fixed or static. • Understand that insights and skills can always be deepened and developed.	• Lifelong learner • Reflective • Reflexive • Curious • Questioning • Pioneering • Resilient

Table 01: Graduate Attributes

1.6.2 Code of Conduct: Learner and Academic Staff

Chevron's College Charter guarantees a supportive and enriching learning environment for all learners ensuring they receive quality education and training. It also promotes professional development and academic integrity among academic staff to better foster a culture of excellence in teaching and research.

Non-compliance with the charter by learners could result in disciplinary actions ranging from formal warnings to expulsion, depending on the severity of the breach. Academic penalties might include deductions in grades or disqualification from assessments. Regular non-attendance, poor engagement, and failure to follow academic integrity rules could hinder their academic progress and affect their qualification outcomes.

Non-compliance with the charter by academic staff may result in consequences such as formal reprimands, performance reviews, or even termination of employment for breaches such as failure to meet teaching standards or non-compliance with college policies and quality assurance standards. Non-adherence to academic integrity or disrespectful behaviour towards learners and staff could also impact their professional reputation and career progression within the education sector.

1.6.2.1 Communication:

- Check communications from Chevron regularly.
- Ensure that all communication is polite, through official channels only, and that appropriate time is given for a response to a need/query before following up with additional instances of communication. This applies to face-to-face, email, phone, and other forms of communication.
- Provide relevant constructive feedback (on assessments, modules, programmes, etc.) in a timely manner (when requested).
- Ask the relevant staff questions about anything not fully understand or that requires additional clarification.
- Voice complaints and instances of misconduct and/or any breaches of this charter in a respectful manner.

1.6.2.2 Attendance and Participation:

- Participate in classes in a respectful and engaged manner.
- Engage in timetabled orientation and information events where required.
- Attend classes and other timetabled activities and in cases where this is not possible, communicate and provide supporting documentation in a timely manner when unable to attend.
- Notify the relevant member of staff if running late to or unable to attend your class.
- Notify the relevant placement provider if unable to attend or running late to a placement activity where relevant.

1.6.2.3 Academic Engagement:

- Plan workloads effectively, meet deadlines, and engage with assessments to the best of your ability.
- Ensure academic honesty and properly acknowledging sources.
- Engage in discussions about learner success and progress as appropriate.
- Become familiar with and follow academic integrity rules and regulations.
- Engage with Artificial intelligence in ethical ways only.

1.6.2.4 Respect and Rights:

- Treat all members of the college and partners of the college, such as placement providers, with courtesy, dignity, and respect.
- Respect the rights of others in all learning, working, and social spaces both online and face-to-face.
- Be respectful and comply with relevant people during any disciplinary procedures.
- Do not engage in any inappropriate behaviour with any members of the college community including but not limited to bullying, harassment, manipulation, discrimination, and/or coercion.

1.6.2.5 Policy and Procedure Adherence:

- Follow relevant programme requirements.
- Engage in reviews of policies, processes, and procedures.
- Become familiar with and follow the college's rules and regulations.
- Become familiar with and follow health and safety rules and regulations (e.g., Safety, Health, and Welfare at Work Act 2005 and 2010).
- Use online platforms and resources responsibly and following all codes of conduct and acceptable use policies.

1.6.2.6 Support and Resources:

- Appropriately engage with academic support, flexible learning opportunities, and resources to ensure success for everyone.
- Take responsibility for seeking relevant support services and guidance in a timely manner. If you cannot access a specific resource or service, contact the college immediately.
- Check personal information and notify the college of any incorrect details immediately.

1.6.3 Code of Conduct: Commercial and Administrative Staff

Chevron College's Charter emphasises efficient operations and exceptional service delivery by commercial and administrative staff, supporting the overall mission of the College.

Non-compliance with the charter could result in disciplinary procedures for failing to comply with operational procedures or breaches of data protection regulations (such as GDPR).

Consequences might include formal warnings, retraining, or in severe cases, termination of employment. Such actions could affect their career progression and reputation in their professional field.

1.6.3.1 Communication:

- Respond to emails and queries in a timely manner.
- Provide relevant feedback in a timely manner (when requested).

1.6.3.2 Engagement and Participation:

- Engage with learners and other staff in a respectful manner.
- Attend and engage in meetings as appropriate.
- Participate in timetabled orientation and information events where required.
- Aim to meet assigned targets for relevant KPIs and share target data for reporting purposes.

1.6.3.3 Policy and Procedure Adherence:

- Follow standard operating procedures.
- Follow relevant programme requirements.
- Engage in reviews of policies, processes, and procedures as appropriate.
- Become familiar with and follow quality assurance rules and regulations (e.g., EDI policy).
- Become familiar with and follow health and safety rules and regulations (e.g., Safety, Health, and Welfare at Work Acts 2005 and 2010).

1.6.3.4 Respect and Rights:

- Treat all members of the college with courtesy, dignity, and respect.
- Respect the rights of others in all learning, working, and social spaces.
- Be respectful and comply with relevant people during any disciplinary procedures.
- Voice complaints and instances of misconduct in a respectful manner.

1.6.3.5 Data and Privacy Management:

- Ensure that personal data of learners and staff is not shared outside of necessary work functions in both face-to-face and digital interactions.
- Check personal information and notify the college of any incorrect details immediately.
- Take responsibility for seeking relevant support services and guidance in a timely manner.

1.6.4 Learner Expectations

Learners can expect a supportive and enriching learning environment, access to comprehensive programme materials, and opportunities for feedback and engagement.

Chevron College is committed to helping learners achieve their educational and career goals through high-quality education and support services.

1.6.4.1 Introduction and Orientation:

- A learner handbook introducing Chevron College, its rules, and regulations.
- Information and contact details for relevant staff (e.g., emergency number, reception, etc.).
- Access to and training on using the Learning Management System (LMS) (where applicable).
- Class timetables with holidays highlighted and information on any changes to classes.
- Information on any attendance requirements, consequences of missing classes, holidays, etc.
- Access to the Quality Assurance Manual (QAM).
- Documentation to allow you to apply for a student travel card.

1.6.4.2 Academic Information and Services:

- A syllabus for your registered course(s).
- Information on external exams (if applicable).
- Assessments that align with the relevant award standards (e.g., QQI, professional standards, etc.).
- Be provided with timely information on fees, timetables, assessments, and results.

1.6.4.3 Learning Environment and Support:

- A welcoming, clean, and supportive learning environment.
- An overview of available academic services and facilities.
- An overview of available pastoral support services and facilities.
- Be provided with engaging instruction and interaction from knowledgeable faculty using state-of-the-art educational technologies and virtual learning platforms.
- Have access to effective academic services like learner support, library, and IT support.

1.6.4.4 Rights and Responsibilities:

- A clear explanation of academic integrity and academic misconduct.
- The right to voice complaints in a safe and fair manner.
- To have complaints responded to in a timely and respectful manner.
- Disciplinary matters and any sanctions to be dealt with fairly and in a timely manner.

1.6.4.5 Feedback and Improvement:

- Regular feedback on academic progress.
- Access to results and feedback in a timely manner.
- To provide feedback on the programme (e.g., modules, structure, teaching, etc.).

1.6.5 Academic Staff Expectations

Academic staff can expect a professional development environment that values academic integrity and excellence. Chevron College supports its staff with continuous professional development opportunities, clear communication, and a structure that upholds the integrity of academic processes and standards.

1.6.5.1 Contracts and Documentation:

- A contract outlining specific requirements, responsibilities, and payment details.
- A staff handbook introducing Chevron College, its rules, and regulations.
- Access to programme documentation, supplementary material, and textbooks.
- Access to the Quality Assurance Manual (QAM) always available from: https://chevrontraining.ie/dowload-qa-manual/
- Information on third party partners.
- Information on GDPR compliance.

1.6.5.2 Teaching and Learning Environment:

- A welcoming, clean, and supportive teaching and research environment.
- Teaching timetables with holidays highlighted and information on any changes to classes.
- Access to and training on using the Learning Management System (LMS) and Student Information System (SIS - staff only).
- A clear explanation of academic integrity and academic misconduct.
- Information on any learner attendance requirements and consequences of missing classes.
- A presentation on the alignment of content and assessment to the relevant award standard(s).

1.6.5.3 Academic and Pastoral Support:

- An overview of available academic services and facilities.
- An overview of available pastoral support services and facilities.
- Information and contact details for relevant staff.
- Confidential interactions with staff both internal and external.

1.6.5.4 Feedback and Complaints:

- Regular feedback on their teaching.
- The right to voice complaints in a safe and fair manner.
- To have complaints responded to in a timely and respectful manner.
- To provide feedback on the course (e.g., structure, assessments, etc.).

1.6.5.5 Professional Development and Disciplinary Matters:

- To be provided with continuous professional development opportunities.
- Disciplinary matters and any sanctions to be dealt with fairly and in a timely manner.

1.6.6 Administrative and Commercial Staff Expectations

Commercial and administrative staff can expect a welcoming and efficient work environment with access to necessary resources and training. Chevron College ensures that staff are aligned with the organisation's mission and values, promoting effective operations and exceptional service delivery.

1.6.6.1 Contracts and Documentation:

- A contract outlining specific requirements, responsibilities, and payment details.
- A staff handbook introducing Chevron College, its rules, and regulations.
- Access to the Quality Assurance Manual (QAM).
- Information on third party partners.
- Information on GDPR compliance.

1.6.6.2 Training and Systems:

- Access to and training for the Customer Relationship Management system (CRM), the Student Information System (SIS), and the Learning Management System (LMS) where applicable.

1.6.6.3 Work Environment and Support:

- A welcoming, clean, and supportive work environment.
- An overview of available administrative and commercial services and facilities.
- An overview of available pastoral support services and facilities.
- Teaching timetables with holidays highlighted and information on any changes to classes.
- Information and contact details for relevant staff.
- Information on any learner attendance requirements and consequences of missing classes.

1.6.6.4 Feedback and Complaints:

- Regular feedback on their role within the institution.
- The right to voice complaints in a safe and fair manner.
- To have complaints responded to in a timely and respectful manner.
- To provide feedback on the functions of their role and connected roles.

1.6.6.5 Professional Development and Disciplinary Matters:

- To be provided with continuous professional development opportunities.
- Disciplinary matters and any sanctions to be dealt with fairly and in a timely manner.

1.7 The Quality Assurance System: Policies

Chevron has 32 policies within this QA Manual, and they aim to cover a wide breadth of content and context across the organisation. These have been informed by the various quality assurance guidelines published by QQI.

They are listed within the most relevant section within the QA manual's 12 sections, but it should be noted that some policies may have application to multiple sections.

A list of all hyperlinked policies can be viewed in Appendix A: List of Policies.

2 GOVERNANCE AND MANAGEMENT OF QUALITY

2.1 Governance and Management of Quality Policy (POL_02_GMQ)

2.1.1 POL_02_GMQ: Policy Table

POLICY TABLE			
Policy Name:	Governance and Management of Quality		
Policy No:	POL_02_GMQ	**Version No:**	V2.1
Prepared by:	Management Board, Registrar, Academic Council, Director of Academic Affairs, QA Coordinator, Programme Leader(s)		
Policy Owner:	Management Board, Academic Council, Registrar, Director of Academic Affairs, QA Coordinator, Programme Leader(s)		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V2.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 2.1 uses the updated Policy No. naming convention of using the chapter number instead of a chronological numbering system. Changed from POL_01_GMQ to POL_02_GMQ. Version V2.0 included a formalised policy table that outlines key metadata such as revision history, related documents, and associated policies. Version 1.2 included broad descriptions of governance structures, such as the creation of the Academic Council and its evolution (e.g., renaming in 2022). Version V2.0 referenced these and outlines commitments to compliance, stakeholder engagement, and continuous improvement. Version V2.0 included a detailed list of related QQI guidelines, acts, and policies to align the governance framework with statutory and		

	regulatory requirements. All versions stress separating academic and commercial governance; however, Version V2.0 articulated this more formally, embedding it within the policy's overall framework and goals.
RELATED ITEMS	
Related Internal Documents and/or External Information (if any):	• Qualifications and Quality Assurance (Education and Training) Act 2012 • Core Statutory Quality Assurance Guidelines • Sector Specific Independent/Private Statutory Quality Assurance Guidelines • Topic Specific: Blended Learning Programmes Statutory Quality Assurance Guidelines for Providers of Blended Learning • 2015 European Standards and Guidelines (ESG) • Companies Act 2014 • Quality Assessment for E-learning: A Benchmarking Approach • Protection of Enrolled Learners 2012 • Principles of Student Engagement – Enhancing Student Engagement in Decision Making, HEA 2016 • National Framework of Qualifications (NFQ) • Policy on Monitoring, QQI, December 2014 • Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training • Data Protection Act 2018 • Disability Act 2005 • Employment Equality Acts 1998 – 2015 • Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training • Recognition of Prior Learning in Irish Further Education and Training (FET) (2017)
Related Policies (if any):	• All policies

2.1.2 POL_02_GMQ: Purpose

The purpose of this policy is to establish a framework for governance and management of quality at Chevron College. This policy ensures that the College maintains high standards of educational excellence and complies with relevant regulations and guidelines, fostering continuous improvement in all its academic and administrative processes.

2.1.3 POL_02_GMQ: Scope

This policy applies to all academic and administrative staff, learners, and stakeholders involved in the governance and management of quality at Chevron College. It encompasses all programmes and activities within the College, including face-to-face, blended, and online learning.

2.1.4 POL_02_GMQ: Policy Statement

Chevron College is committed to maintaining and enhancing the quality of its educational offerings through robust governance and management practices. The College will:

- Demonstrate compliance with regulatory and legal frameworks set forth by Quality and Qualifications Ireland (QQI) and other relevant accrediting bodies.
- Implement a comprehensive quality assurance system that covers all aspects of academic and administrative functions.
- Foster a culture of continuous improvement and excellence in teaching, learning, and research.
- Increase transparency around policies, processes, and procedures.
- Engage stakeholders, including learners, staff, and external partners in the quality assurance process to ensure transparency and accountability.
- Regularly review and update quality assurance policies and procedures to reflect best practices and regulatory requirements.
- Embed an ethical and evolving culture of quality enhancement.

2.1.5 POL_02_GMQ: Roles and Responsibilities

The Registrar has overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

Chevron's governance structures ensure that academic and commercial activities are kept separate within the organisation. Both the Management Board and Academic Council are dedicated to effectively monitoring and continuously improving governance throughout the organisation. Suitable structures, processes, and measures are used to provide a strong governance system to oversee all education and training activities.

2.2 Chevron's Governance Structures

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

Governance within Chevron evolved with the creation of an Academic Committee in 2018 to ensure that key decisions regarding training and education are independent of any commercial considerations, as shown in Figure 04: Governance Domains within Chevron. The first meeting of the Academic Committee was held in January 2019. It was renamed the Academic Council in March 2022.

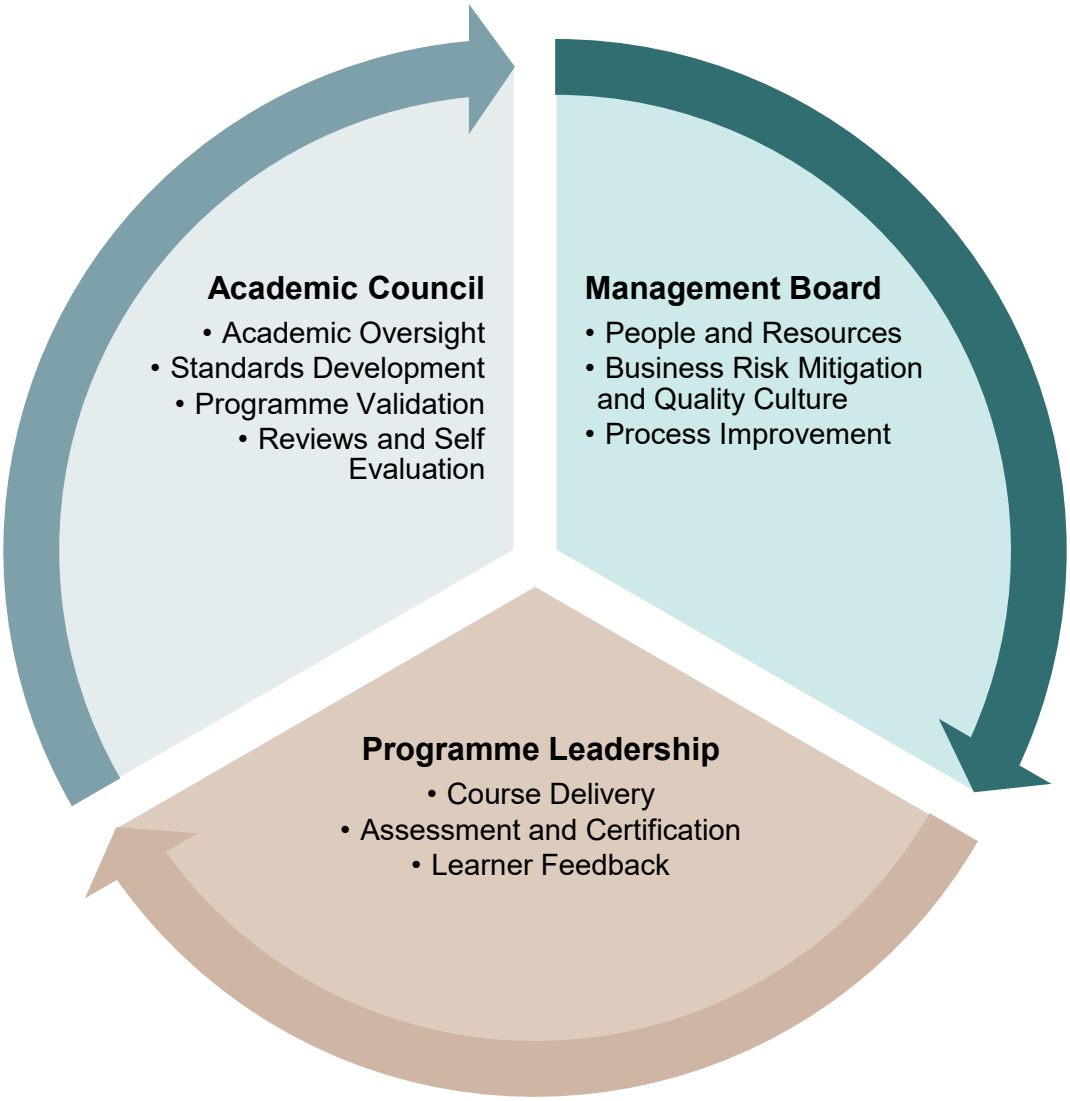

Figure 04: Governance Domains within Chevron

2.2.1 Management Board and Governance

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

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

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

The Management Board has established an Internal Audit Committee to oversee and report on the organisation's operational activities. An independent consultant reviews the internal audit reports to confirm they meet ISO 9001:2015 requirements. See Figure 05: Corporate Governance Roles on the next page.

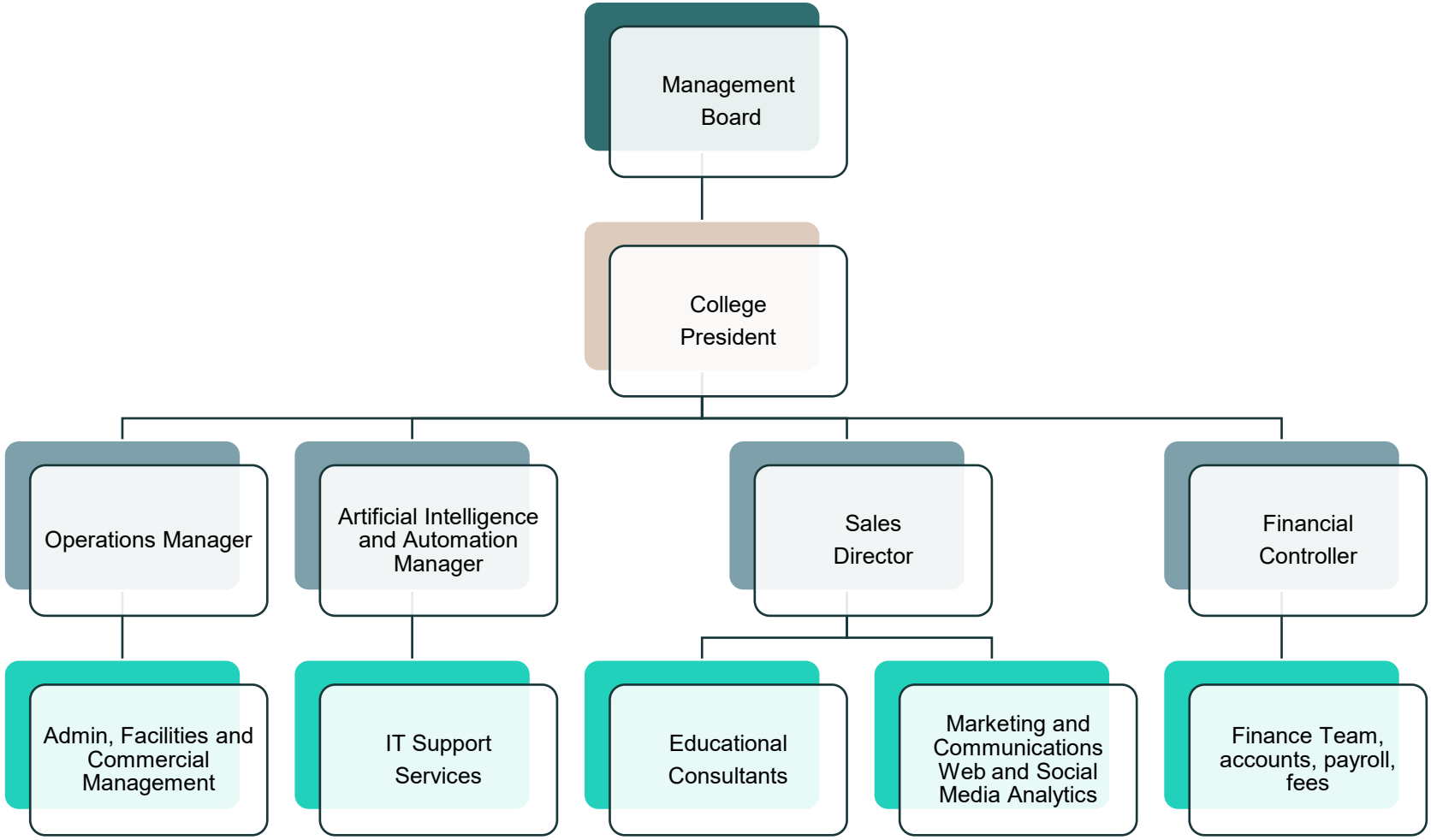

Figure 05: Corporate Governance Roles

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

2.2.2 Academic Governance Structures

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

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

See Figure 06: Academic Governance Structures on the next page.

All academic governance structures are divided into the following headings and sub-headings to ensure consistency:

- 1. Purpose
- 2. Format (leave blank)
    - 2.1 Membership
- 3. Terms of Office
- 4. Terms of Reference
- 5. Conduct of Meetings (leave blank)
    - 5.1 Frequency of Meetings
    - 5.2 Quorum
    - 5.3 Agenda and Minutes of Meetings
    - 5.4 Decision Making

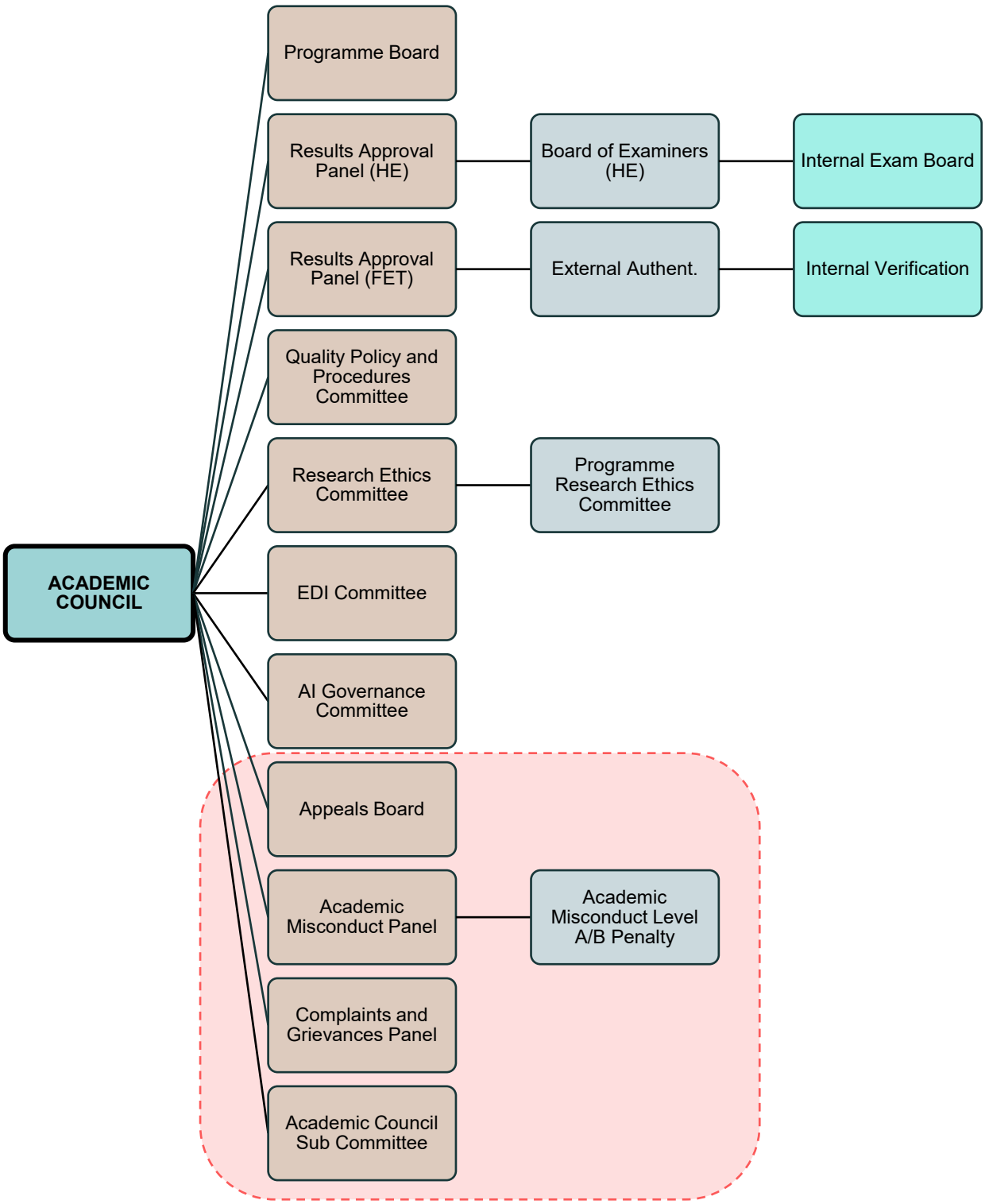

Figure 06: Academic Governance Structures Chart

Structure / Month	Academic Council	Prog. Board	Internal Exam Board	Board of Examiners	RAP HE	RAP FET	Research Ethics	QPPC	EDI Comm.	AI Comm.
September			X (repeats)	X (repeats)	X (repeats)		X	X		
October	X					X		X		
November								X		X
December	X					X		X		
January			X (Sem 1)	X (Sem 1)	X (Sem 1)			X		
February		X				X		X		
March	X							X		
April						X		X		
May								X	X	X
June	X		X (Sem 2)	X (Sem 2)		X		X		
July		X			X (Sem 2)			X		
August						X		X		

Table 02: Example Schedule for Academic Governance Structures (ad-hoc structures not included)

2.2.3 Academic Council

1. Purpose

1.1 The Academic Council acts as the ultimate authority on all academic matters and provides independent oversight of Chevron's education and training activities.

1.2 The Council is responsible for protecting the academic reputation of the College and ensuring the quality of the FET and HE programmes that it offers.

1.3 It has oversight of all aspects of academic governance to ensure compliance with both external and internal academic regulations and quality assurance standards.

2. Format

2.1 Membership

- Chair. An external member with high level expertise in higher education. The Chair will have relevant experience in management of academic standards and QA in higher education e.g., a former Registrar. They will be independent of Chevron College and will not have an employment or contracting history with the organisation.
- Chevron's Director of Academic Affairs, the primary person responsible for the oversight of education and training activities within the College.
- At least one other member of senior academic staff (Registrar, Dean of Education, Dean of Research and Ethics, and/or Head of Learner Support).
- Three independent training and education professionals, representing HET and FET learner interests respectively, at least one of whom will have experience of HE blended learning provision. These individuals cannot perform any other duties for Chevron while sitting on the Academic Council.
- Two Programme Leaders responsible for course delivery inside different HET and FET disciplines within Chevron.
- One learner representative who is currently enrolled on a higher education programme or has completed a higher education programme within the previous four years. It is preferable, but not essential, that this representative will be from a higher education programme at Chevron College.
- One representative of Chevron's Quality Assurance (QA) team (who acts as Secretary to the committee).
- See Figure 07: Academic Council Structure below.

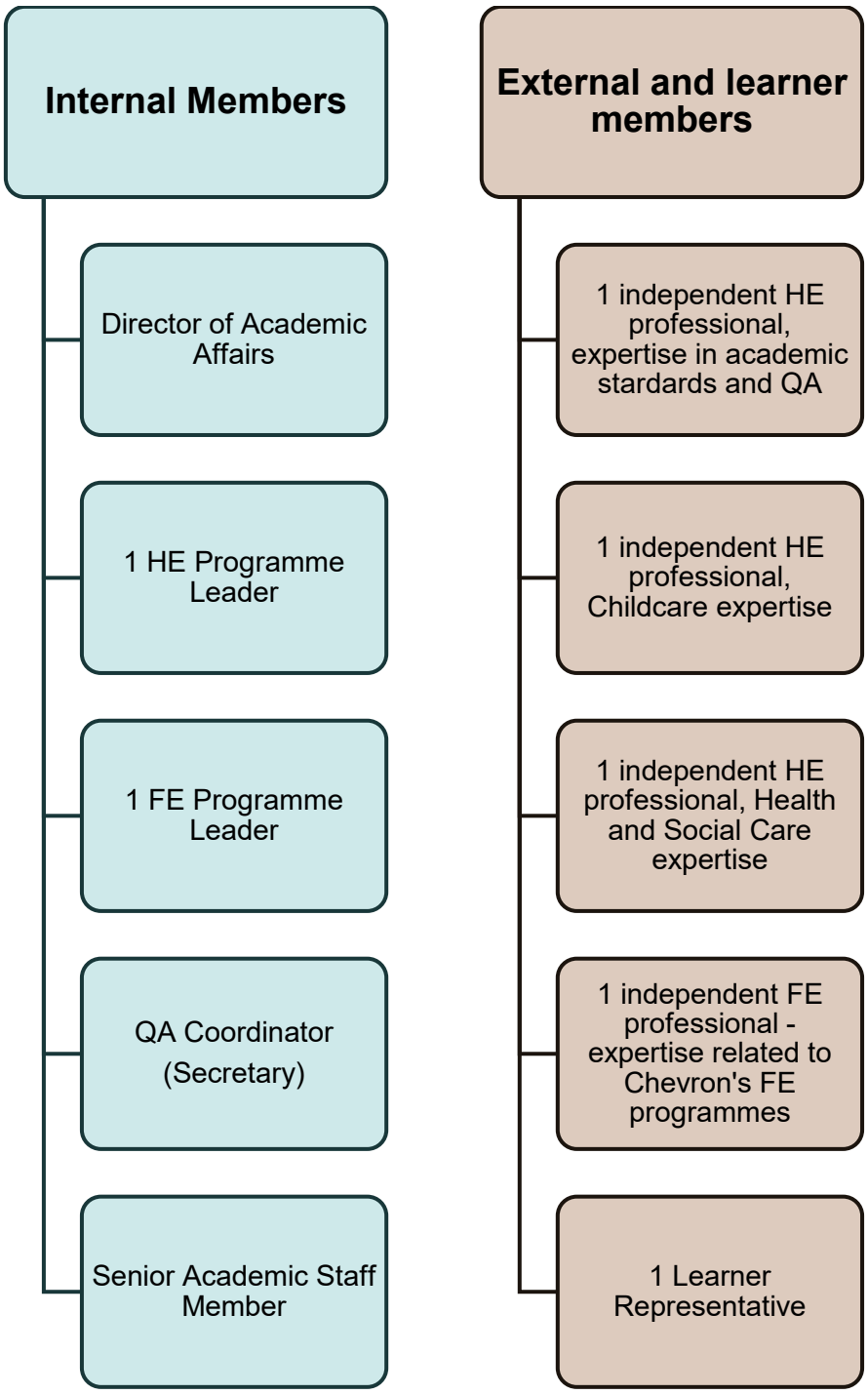

Figure 07: Academic Council Structure

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

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

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

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

3. Terms of Office

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

4. Terms of Reference

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

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

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

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

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

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

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

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

4.8 To receive and make recommendations on an annual report from the Dean of Education, as part of monitoring learner learning communities in terms of both academic supports and learner wellbeing and pastoral supports.

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

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

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

5. Conduct of meetings

5.1 Frequency of meetings

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

the Academic Council. All members will be invited to attend, and decisions advised to the Academic Council.

5.2 Quorum

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

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

5.3 Agenda and Minutes of Meetings

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

5.3.1 The agenda is divided into the following sections:

- Welcome and Apologies
- Minutes of Previous Meeting
- Matters Arising
- Programme Update and Review
- New Programme Development
- Other Programmes
- Learner Experience and Feedback
- QA and Policy Update and Review
- Sub-committee Minutes
- Any Other Business
- Date of Next Meeting

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

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

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

5.4 Decision making

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

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

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

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

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

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

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

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

2.2.4 Programme Board

1. Purpose

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

2. Format

2.1 Membership

- Programme Leader (Chair)
- All teaching staff associated with the programme
- Learner representatives (at least one per cohort on HET programmes)

- Dean of Education
- Director of Academic Affairs and/or QA team representative
- Programme Administrator (who acts as Secretary to the Board)

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

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

3. Terms of Office

3.1 Learner representatives will be the elected class representatives for each cohort on relevant programmes where applicable.

3.2 Internal members will serve for a term of two years and may be reappointed for subsequent terms.

3.3 External members are appointed for a similar term, subject to review by the Academic Council.

4. Terms of Reference

4.1 Teaching, Learning and Assessment

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

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

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

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

4.2 Curriculum

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

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

4.3 Quality Assurance and Enhancement

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

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

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

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

4.4 Learner Experience

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

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

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

5. Conduct of Meetings

5.1 Frequency of Meetings

5.1.1 One formal Programme Board meeting will be held annually for each FET programme.

5.1.2 Two meetings will be held to review HET programmes during the academic year, one after each semester.

5.1.3 Programme team members and learner representatives may attend in person or by Zoom link, at the discretion of the Chair.

5.2 Quorum

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

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

5.3 Agenda and Minutes of Meetings

5.3.1 The agenda is divided into three sections:

- Welcome and Apologies
- Approval of Minutes from Previous Meeting
- Matters Arising from the Minutes
- Programme Updates
- Programme Delivery and Assessment
- Quality Assurance and Compliance
- Learner Feedback and Support

- Programme Review and Development
- External Stakeholder and Industry Engagement
- Upcoming Events and Activities
- Any other business
- Date of next meeting

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

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

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

5.4 Decision making

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

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

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

2.2.5 Quality Policy and Procedures Committee (QPPC)

1. Purpose

1.1 The Quality Policies and Procedures Committee (QPPC) ensures the development, review, and implementation of quality assurance (QA) policies at Chevron College.

1.2 It oversees compliance with internal and external QA standards and provides recommendations to the Academic Council.

2. Format

2.1 Membership

- Director of Academic Affairs (Chair)
- QA Coordinator (Secretary)

- Operations Manager
- Programme Development Manager

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

3. Terms of Office

3.1 Members will serve for a term of two years and may be reappointed for subsequent terms.

3.2 External members are appointed for a similar term subject to review by the Academic Council.

4. Terms of Reference

4.1 Ensure the continuous development and updating of QA policies and procedures in line with regulatory and institutional requirements.

4.2 Review and recommend changes to QA policies based on internal reviews and external regulatory updates.

4.3 Monitor the implementation of QA policies, ensuring compliance across all programmes and services.

4.4 Promote a culture of quality improvement across the institution by facilitating feedback and engagement with staff and learners.

4.5 Collaborate with external regulatory bodies and maintain an up-to-date understanding of sectoral changes affecting quality assurance.

5. Conduct of Meetings

5.1 Frequency of Meetings

5.1.1 The QPPC is scheduled to meet monthly, with additional meetings as required during periods of programme review, validation, or significant policy updates.

5.1.2 Special meetings may be called by the Chair if urgent quality issues arise or if immediate review of QA policies is required.

5.2 Quorum

5.2.1 A quorum for the QPPC is the presence of at least four members, including the Chair and Secretary.

5.2.2 If a member cannot attend, they may nominate a deputy to attend on their behalf, subject to prior approval by the Chair.

5.3 Agenda and Minutes of Meetings

5.3.1 The Chair will set the meeting agenda with input from Committee members and ensure that all relevant documentation is distributed to members at least one week in advance. The agenda will follow a structured format:

- Welcome and Apologies
- Approval of Minutes from Previous Meeting
- Programme Development
- New Programme Development
- Staff Development
- Digital Tools
- Governance and Policy updates
- Learner Supports
- Any Other Business
- Date of Next Meeting

5.3.2 The Secretary will take formal minutes, which will be circulated for review and approval by Committee members before submission to the Academic Council.

5.4 Decision Making

5.4.1 Decisions within the QPPC will be made by consensus where possible.

5.4.2 If a consensus cannot be reached, a formal vote will be held.

5.4.3 Each member will have one vote, and in the case of a tie, the Chair will have the casting vote.

5.4.4 All decisions must be in line with the QA policies of Chevron College and may be subject to final approval by the Academic Council.

5.4.5 In cases of urgency, the Chair has the authority to make decisions between meetings, but these must be reported at the next meeting.

2.2.6 Board of Examiners

1. Purpose

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

2. Format

2.1 Membership

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

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

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

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

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

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

3. Terms of Office

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

4. Terms of Reference

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

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

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

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

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

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

4.7 To prepare a draft broadsheet of results for approval.

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

5. Conduct of meetings

5.1 Frequency of Meetings

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

5.2 Quorum

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

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

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

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

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

5.3 Agenda and Minutes of Meetings

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

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

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

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

5.4 Decision-making

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

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

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

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

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

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

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

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

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

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

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

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

5.5 Confidentiality

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

2.2.7 Results Approval Panel (RAP)

1. Purpose

1.1 The Results Approval Panel is a sub-committee of the Academic Council, convened by the Director of Academic Affairs following a Board of Examiners meeting to ratify programme results and ensure they align with Chevron College's academic standards.

2. Format

2.1 Membership

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

2.2 The Results Approval Panel is considered quorate when the Chair and two other members are present. Members may attend in person or via Teams, at the discretion of the Chair.

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

3. Terms of Office

3.1 Members of the Results Approval Panel are convened on an ad hoc basis after each Board of Examiners meeting.

3.2 Members are selected based on their availability and impartiality. They serve only for the duration of the panel's activities following the relevant Board of Examiners meeting.

4. Terms of Reference

4.1 Ratify programme results within one week of the Board of Examiners meeting.

4.2 Ensure that all learner results meet Chevron College's academic standards and align with institutional and regulatory requirements.

4.3 Make decisions regarding the approval or rejection of results, based on consensus.

4.4 Forward the approved broadsheet of results to the Programme Administrator for further processing, including issuing final transcripts to learners.

4.5 Any issues or recommendations raised during the meeting will be escalated to the Academic Council for further review.

5. Conduct of Meetings

5.1 Frequency of Meetings

5.1.1 The Results Approval Panel is convened within one week of each Board of Examiners meeting to ensure timely approval of results. Additional meetings may be called by the Chair if further deliberation is required.

5.2 Quorum

5.2.1 A quorum for the Results Approval Panel consists of the Chair (Director of Academic Affairs) and two other members of the Academic Council.

5.2.2 Any member involved in the relevant Board of Examiners (e.g., Programme Chair) cannot participate in the panel for the same programme.

5.2.3 Members may attend in person or remotely via Teams, depending on availability and preference.

5.3 Agenda and Minutes of Meetings

5.3.1 The Chair will set the agenda, which will include:

a. Review of the broadsheet of results from the Board of Examiners meeting
b. Discussion of any concerns regarding the results
c. Decision on the approval or rejection of results
d. Any other business

5.3.2 The Secretary will take formal minutes of the meeting, documenting the panel's decisions. These minutes will be reviewed and approved by the Chair before submission to the Academic Council.

5.4 Decision Making

5.4.1 Decisions of the Results Approval Panel will be made by consensus where possible.

5.4.2 If consensus cannot be reached, the Chair will make the final decision.

5.4.3 All decisions must align with Chevron College's academic standards and institutional policies.

5.4.4 The Chair will forward the approved broadsheet of results to the Programme Administrator for issuing learner transcripts.

5.4.5 Any issues or concerns that arise during the meeting will be referred to the Academic Council for review and resolution.

2.2.8 Research Ethics Committee (REC)

1. Purpose

1.1 The Research Ethics Committee (REC) is a sub-committee of Chevron College's Academic Council, tasked with ensuring the ethical acceptability and integrity of all research conducted by staff and learners within or on behalf of Chevron College. The REC manages the ethical oversight of research involving human participation, human material, or sensitive data, safeguarding the well-being of participants and ensuring compliance with national and international ethical standards. The REC is also responsible for overseeing the Programme Research Ethics Committees (PREC) for learner research projects.

2. Format

2.1 Membership

2.1.1 The membership of the Research Ethics Committee consists of:

- Dean of Research and Ethics (Chair)

- QA Coordinator (Secretary)
- External member of Academic Council
- Senior academic staff member (Director of Academic Affairs, Registrar, or Dean of Education)
- Programme Leaders from all programmes engaged in research

2.1.2 The Chair has the discretion to expand the committee membership as needed to accommodate specific research proposals or disciplines.

3. Terms of Office

3.1 Members of the Research Ethics Committee serve for a term of three years, with the option for reappointment by the Academic Council.

3.2 The terms of office for Programme Leaders and staff representatives may vary depending on their role and the duration of their research commitments.

4. Terms of Reference

4.1 The Research Ethics Committee is responsible for:

4.1.1 Ensuring that all research involving human participants, human material, or sensitive data complies with national and international ethical standards, including the **European Code of Conduct for Research Integrity** and the **National Policy Statement on Ensuring Research Integrity in Ireland**.

4.1.2 Reviewing research proposals submitted by staff and learners and granting ethical approval where proposals meet the required standards.

4.1.3 Overseeing the management of the Programme Research Ethics Committees (PREC), ensuring that programme-specific learner research complies with ethical guidelines.

4.1.4 Protecting the rights, dignity, and welfare of all human participants in research, while maintaining the College's reputation and compliance with legal and regulatory frameworks.

4.1.5 Promoting a culture of research integrity and ethical practice across all programmes within Chevron College, supporting continuous improvement through regular evaluation and policy review.

4.1.6 Reporting annually to the Academic Council on the state of research ethics at Chevron College and recommending updates to policies and procedures as needed.

4.1.7 Ensuring the proper management and documentation of conflicts of interest in research, data confidentiality, and intellectual property rights.

5. Conduct of Meetings

5.1 Frequency of Meetings

5.1.1 The REC will meet a minimum of four times a year. Additional meetings may be convened as necessary, particularly to review time-sensitive research proposals or ethical concerns.

5.2 Quorum

5.2.1 A quorum for the REC will be considered met when the Chair and at least two other members are present.

5.2.2 Members may attend in person or online at the discretion of the Chair.

5.3 Agenda and Minutes of Meetings

5.3.1 The Secretary will prepare and circulate the agenda in advance of the meetings.

5.3.2 Minutes will be recorded and circulated to all members after the meeting, ensuring transparency in decision-making and documenting discussions and outcomes.

5.4 Decision Making

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

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

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

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

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

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

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

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

2.2.9 Equality, Diversity, and Inclusion (EDI) Committee

1. Purpose

1.1 The purpose of the EDI Committee is to advise on, develop, implement, and monitor policies and practices that promote equality, diversity, and inclusion within the college. The Committee aims to ensure that all college activities, including teaching, learning, research, recruitment, and community engagement, reflect Chevron College's commitment to EDI values.

2. Format

2.1 Membership

2.1.1 Membership of the EDI Committee will comprise:

- Chair who is appointed by the College's senior leadership.
- At least one member of the senior academic team (e.g., Director of Academic Affairs, Dean of Education, Registrar, and/or Dean of Research and Ethics).
- QA Coordinator (Secretary).
- Learner representative.
- At least one external member
- At least one member of staff from academic, administrative, and/or support services.
- Any other member deemed necessary by the Chair.

2.1.2 Members will serve for a term of two years, after which they may be reappointed.

3. Terms of Office

3.1 Members are appointed for a two-year term. Members may be reappointed for subsequent terms at the discretion of the Chair or the College's senior leadership.

4. Terms of Reference

4.1 The EDI Committee will review existing policies and practices to identify areas for improvement in terms of equality, diversity, and inclusion across the college.

4.2 The Committee will develop and recommend new EDI policies and initiatives that promote a diverse and inclusive environment in all aspects of the College's operations.

4.3 The Committee will monitor the implementation of EDI policies and assess their effectiveness through regular feedback and reporting mechanisms.

4.4 The EDI Committee will promote awareness and understanding of EDI issues within the college community by organising educational and engagement activities, such as training sessions, workshops, and seminars.

4.5 The Committee will serve as a point of contact for EDI-related concerns, ensuring that there are clear reporting and resolution processes available to both staff and learners.

4.6 The Committee will ensure compliance with relevant Irish legislation, including but not limited to the Employment Equality Acts 1998–2015, Equal Status Acts 2000–2018, Disability Act 2005, and Gender Recognition Act 2015.

4.7 The EDI Committee will report directly to the College's Senior Management Team (SMT) and Quality Policy and Procedures Committee (QPPC) and submit an annual report summarising activities, findings, and recommendations to the Academic Council.

4.8 The Committee is authorised to make operational and commercial recommendations to the SMT and academic recommendations to the Academic Council on EDI-related matters.

4.9 The Committee will ensure access to all relevant information and resources necessary to fulfil its objectives and may invite external experts to attend meetings as required.

4.10 The Terms of Reference for the Committee will be reviewed annually and updated to ensure they remain aligned with the College’s objectives and commitments to EDI.

5. Conduct of Meetings

5.1 Frequency of Meetings

The EDI Committee is scheduled to meet once per calendar year, or more frequently if required, depending on the volume and nature of business. If a significant issue arises between scheduled meetings, an ad hoc subcommittee will be formed to address the matter on behalf of the EDI Committee. All members will be invited to attend the ad hoc meeting, and any decisions made will be communicated to the entire Committee.

5.2 Quorum

5.2.1 A quorum for the EDI Committee meetings will consist of at least four members, including the Chair. Members may attend meetings in person or remotely via Teams, at the discretion of the Chair. In exceptional circumstances, the Chair may appoint a deputy to act on their behalf

5.2.2 If a committee member is unable to attend, they may nominate a suitably qualified deputy to attend in their place, subject to the Chair’s prior approval.

5.3 Agenda and Minutes of Meetings

5.3.1 The Chair will set the agenda for each meeting and ensure that accurate, timely, and clear information is provided to Committee members in advance.

5.3.2 The agenda will be structured into three sections:

a. Adoption of the agenda, approval of minutes from the previous meeting, and any matters arising from those minutes.
b. Discussion of policy and strategy issues.
c. Items requiring formal approval.

5.3.3 Committee members will be asked to notify the Secretary of any items they wish to include in the agenda by a specified deadline before each meeting.

5.3.4 The Secretary will maintain formal minutes of all meetings, circulating draft minutes to all members before the next meeting for review.

5.3.5 The agenda item “Any Other Business” will only be used to propose items for the agenda of the next meeting or to share factual information.

5.4 Decision Making

5.4.1 When a decision or motion is put to the Committee, the Chair will first ask whether the Committee assents to it, seeking a consensus view. If a consensus is not apparent, the Chair will call for a vote. Any member may also request a vote. Votes will be recorded by the Secretary.

5.4.2 If a member requests a secret ballot and the motion is seconded and a secret ballot will be held following the usual procedure.

5.4.3 The number of votes for, against, and any abstentions will be recorded in the minutes.
5.4.4 In the event of a tie, the Chair will have the casting vote.

5.4.5 All decisions will be made by majority vote, and any majority decision must include the support of at least one senior or external member to be carried.

5.4.6 The Chair will ensure that all members can contribute to discussions and participate in the decision-making process.

5.4.7 The Chair will work to build consensus within the Committee, summarising discussions to ensure clarity and understanding of the decisions reached.

5.4.8 The Chair is authorised to act on behalf of the Committee on urgent or non-contentious matters that do not require a special meeting. Any actions taken by the Chair between meetings will be formally reported to the Committee at the next meeting.

2.2.10 Appeals Board

1. Purpose

1.1 The Appeals Board is an ad-hoc board convened by the Chair of the Academic Council to review applications for appeals against academic judgements. This includes appeals on decisions related to assessment, admissions (including RPL), exemptions, or academic misconduct.

2. Format

2.1 Membership

- External Chair of the Academic Council (Chair)
- One Programme Leader/Tutor not previously involved in the case
- At least one other member of the Academic Council
- QA Coordinator (Secretary)
- Learner (by invitation)
- Learner Representative (by invitation)

2.2 The board may invite the learner or other relevant parties to present their case, if necessary, in line with natural justice and fairness.

2.3 Invited learners at Chevron College have the option to bring a support person to an Appeals Board hearing (e.g., moral or translation assistance).

2.4 This support person may also act as a nominee to speak on the learner's behalf if the learner is unable to attend the hearing.

2.5 The support person can be a friend, family member, colleague, or another trusted individual.

2.6 The learner is responsible for any costs or compensation related to the attendance of the support person or nominee.

2.7 Any decisions made and/or information communicated by the appointee will be treated as if the learner themselves had communicated or made such decisions.

2.8 The learner must inform the Appeals Board of their intention to bring a support person in advance of the hearing.

3. Terms of Office

3.1 Members of the Appeals Board serve on an ad hoc basis, convened when an appeal is submitted.

3.2 Members are selected for each case, ensuring no conflicts of interest.

4. Terms of Reference

4.1 Consider the case presented by the learner and determine whether the appeal should be upheld or rejected.

4.2 Ensure the appeal process is conducted fairly, in accordance with Chevron College's policies, and is not a re-hearing of the original case.

4.3 The Appeals Board will consider appeals based on the following grounds:

- **Procedural Irregularity:** Where there is evidence that the College did not follow its procedures correctly, which may have impacted the original decision.
- **Failure to Consider Evidence:** Where the learner presents evidence that was not fully considered during the original decision-making process.
- **New Information:** Where new evidence is presented that was not available at the time of the original decision, and which may have impacted the outcome.
- **Other Relevant Grounds:** Any other valid and reasonable grounds that the committee deems appropriate for review.

4.4 Seek additional information or clarification if necessary to make an informed decision.

4.5 The board will reach one of the following decisions:

- **Appeal Upheld:** The learner's appeal is successful, and the original decision will be overturned or revised.
- **Appeal Denied:** The learner's appeal is unsuccessful, and the original decision will stand.
- **Further Action Required:** The committee may request additional information or recommend further steps before a final decision is made.

4.6 Ensure that the decision of the Appeals Board is final, with no further appeal possible

4.7 The learner will be informed in writing of the committee's decision within 10 working days of the hearing.

4.8 Any necessary adjustments, such as amendments to the learner's record, will be processed immediately following the decision.

4.9 All discussions, documentation, and decisions related to the appeal will remain confidential.

5. Conduct of Meetings

5.1 Frequency of Meetings

5.1.1 The Appeals Board is convened on an as-needed basis when an appeal is submitted. Meetings are scheduled as soon as reasonably possible after the appeal is lodged, ensuring timely consideration of the case.

5.1.2 Special meetings may be called by the Chair to address urgent appeals.

5.2 Quorum

5.2.1 A quorum for the Appeals Board consists of the Chair and at least two other members.

5.2.2 Members may attend in person or remotely (e.g., via Zoom), as permitted by the Chair.

5.2.3 If a member cannot attend, they may nominate a qualified deputy, subject to the Chair's approval.

5.3 Agenda and Minutes of Meetings

5.3.1 The Chair will set the meeting agenda and distribute relevant documentation to the members in advance. The agenda will follow a structured format:

- Welcome and Introductions
- Review of Appeal Case
- Presentation of Relevant Information/Testimonies
- Deliberation on the Merits of the Appeal
- Decision on the Appeal
- Confirmation of Communication of Decision to Applicant
- Any Other Business

5.3.2 The Secretary will take formal minutes which will be circulated to all Board members for review and approval before being submitted to the Academic Council for record-keeping.

5.4 Decision Making

5.4.1 Decisions will be made by consensus where possible.

5.4.2 If consensus cannot be reached, a formal vote will be held.

5.4.3 Each member will have one vote, and in the event of a tie, the Chair will have the casting vote.

5.4.4 All decisions must align with Chevron College’s policies and are final, with no further appeals entertained.

5.4.5 In urgent cases, the Chair may take delegated action between meetings, but these decisions must be reported at the next meeting for formal recording.

5.5 Confidentiality

5.5.1 The proceedings and deliberations of meetings of the Appeals Board are largely confidential. Excepting legitimate reporting requirements, no person who has attended or observed a meeting of the Appeals Board may disclose to any other person a decision of the Board or any document, information or opinion considered, conveyed or expressed at the meeting that has been labelled as confidential.

2.2.11 Academic Misconduct Panel

1. Purpose

1.1 The Academic Misconduct Panel is an ad-hoc panel and will be convened by Chevron's Director of Academic Affairs in the event of an incident of serious academic misconduct by a learner or any repeated academic misconduct following the issue of a Level B Penalty.

2. Format

2.1 Membership

- Director of Academic Affairs (Chair)
- One Programme Leader
- At least one other senior member of Chevron's academic staff
- Learner (by invitation)
- Learner Representative (by invitation)

2.2 Any staff member(s) alleging the misconduct may not participate in this panel.

2.3 The panel may only consist of academic staff who have not been previously involved in the case.

2.4 The board may invite the learner or other relevant parties to present their case, if necessary, in line with natural justice and fairness.

2.5 Invited learners at Chevron College have the option to bring a support person to an Appeals Board hearing (e.g., moral or translation assistance).

2.6 This support person may also act as a nominee to speak on the learner's behalf if the learner is unable to attend the hearing.

2.7 The support person can be a friend, family member, colleague, or another trusted individual.

2.8 The learner is responsible for any costs or compensation related to the attendance of the support person or nominee.

2.9 Any decisions made and/or information communicated by the appointee will be treated as if the learner themselves had communicated or made such decisions.

2.10 The learner must inform the Academic Misconduct Panel of their intention to bring a support person in advance of the hearing.

3. Terms of Office

3.1 The Academic Misconduct Panel is convened on an ad hoc basis, with members selected based on their impartiality and non-involvement in the case.

3.2 Members are assigned for the specific duration of the panel's review and are discharged once a final decision is made.

4. Terms of Reference

4.1 Review allegations of academic misconduct in a fair and transparent manner, ensuring due process is followed.

4.2 Consider the learner's response to the allegations, if submitted within 5 working days of the notification.

4.3 Ensure that any penalties imposed are proportional to the offence and that Chevron's academic standards are upheld.

4.4 Issue Level C penalties, if the panel concludes that academic misconduct is likely to have occurred.

4.5 Determine appropriate sanctions, which may include:

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

4.6 Notify the learner of the decision via email, explaining the outcome and any penalties applied.

4.7 Learners have the right to appeal the decision to the Appeals Board, and no member involved in the initial panel may participate in the appeal.

5. Conduct of Meetings

5.1 Frequency of Meetings

5.1.1 The Academic Misconduct Panel is convened on an ad hoc basis whenever an allegation of serious or repeated academic misconduct arises. Meetings are scheduled as soon as practicable after an allegation is made, ensuring a timely review of the case, so that learners are not disadvantaged.

5.2 Quorum

5.2.1 A quorum for the Academic Misconduct Panel consists of the Chair (Director of Academic Affairs) and two other academic staff members.

5.2.2 All members must be impartial and not previously involved in the case.

5.2.3 Members may attend in person or remotely via Teams, at the Chair's discretion.

5.3 Agenda and Minutes of Meetings

5.3.1 The Chair will set the meeting agenda and ensure all relevant documentation is provided to panel members in advance. The agenda will include:

- Introduction and Overview of the Allegation
- Review of Evidence and Learner's Response (if submitted/present)
- Discussion of Whether Academic Misconduct Occurred
- Determination of penalties, if applicable
- Confirmation of Communication of Decision to Learner
- Any Other Business

5.3.2 The Secretary will take formal minutes, which will document the panel's deliberations and decisions.

5.3.3 These minutes will be reviewed and approved by the Chair before being stored in the learner's file and submitted to the Academic Council.

5.4 Decision Making

5.4.1 Decisions will be made by consensus where possible.

5.4.2 If consensus cannot be reached, a formal vote will be held.

5.4.3 Each member of the panel will have one vote, and in the event of a tie, the Chair will cast the deciding vote.

5.4.4 All decisions must be fair, uphold Chevron College's academic integrity, and align with institutional policies.

5.4.5 In cases of urgency, the Chair may take delegated action between meetings, but these decisions must be reported to the panel at the next meeting for formal approval.

5.4.6 Learners will be notified of the decision by email within 5 working days with details of the outcome and any penalties.

5.4.7 The decision of the panel is subject to the learner's right of appeal to the Appeals Board.

2.2.12 Complaints and Grievances Panel

1. Purpose

1.1 The Complaints and Grievances Panel is an ad-hoc panel and will be convened by Chevron's Director of Academic Affairs or HR Manager in the event of a formal complaint related to academic matters, behavioural issues, discrimination, harassment, or any other grievances concerning the learner or staff experience at Chevron College.

2. Format

2.1 Membership

- Director of Academic Affairs or HR Manager (Chair)
- One Programme Leader or Senior Staff Member (depending on the nature of the complaint)
- At least one other senior member of Chevron's staff
- Learner (by invitation, in cases involving learners)
- Learner Representative or Staff Representative (by invitation)

2.2 Any staff member(s) involved in the original complaint or allegations may not participate in this panel.

2.3 The panel may consist only of staff not previously involved in the case.

2.4 The panel may invite the complainant or other relevant parties to present their case, ensuring fairness and natural justice.

2.5 Learners or staff may bring a support person to the hearing (e.g., moral support).

2.6 The support person may also act as a nominee to speak on the complainant's behalf if the complainant cannot attend the hearing.

2.7 The support person may be a colleague, union representative, family member, or another trusted individual.

2.8 The complainant is responsible for any costs related to the attendance of the support person or nominee.

2.9 Any decisions or communications made by the support person or nominee will be treated as if made by the complainant themselves.

2.10 The complainant must notify the Panel of their intention to bring a support person in advance of the hearing.

3. Terms of Office

3.1 The Complaints and Grievances Panel is convened on an ad hoc basis, with members selected based on their impartiality and non-involvement in the case.

3.2 Members are assigned for the specific duration of the panel's review and are discharged once a final decision is made.

4. Terms of Reference

4.1 Review complaints or grievances in a fair, impartial, and transparent manner, ensuring due process is followed.

4.2 Consider the complainant's response and any supporting documentation submitted with the formal complaint.

4.3 Ensure that any resolutions or actions are proportional to the complaint and in line with Chevron College's policies.

4.4 Determine appropriate resolutions, which may include:

- Mediation
- Disciplinary actions (where applicable)
- Improvements to services or processes

4.5 Notify the complainant of the decision via email, explaining the outcome and any actions applied.

4.6 Complainants have the right to appeal the decision to the Appeals Board, and no member involved in the initial panel may participate in the appeal.

5. Conduct of Meetings

5.1 Frequency of Meetings

5.1.1 The Complaints and Grievances Panel is convened on an ad hoc basis whenever a formal complaint is submitted. Meetings are scheduled promptly to ensure timely review and resolution of the complaint. Special meetings may be convened if urgent grievances arise.

5.2 Quorum

5.2.1 A quorum for the Complaints and Grievances Panel consists of the Chair (Director of Academic Affairs or HR Manager) and two other members.

5.2.2 All members must be impartial and not previously involved in the case.

5.2.3 Members may attend in person or remotely via Teams, at the Chair's discretion.

5.3 Agenda and Minutes of Meetings

5.3.1 The Chair will set the agenda and ensure all relevant documentation is provided to panel members in advance. The agenda will include:

- Introduction and Overview of the Complaint/Grievance
- Review of Evidence and Complainant's Response (if submitted/present)
- Discussion and Determination of the Appropriate Resolution
- Confirmation of Communication of Decision(s) to Parties Involved
- Any other business

5.3.2 The Secretary will take formal minutes, which will document the panel's deliberations and decisions.

5.3.3 These minutes will be reviewed and approved by the Chair before being stored in the appropriate file and submitted to the relevant department or HR for record-keeping.

5.4 Decision Making

5.4.1 Decisions will be made by consensus where possible.

5.4.2 If consensus cannot be reached, a formal vote will be held.

5.4.3 Each member of the panel will have one vote, and in the event of a tie, the Chair will cast the deciding vote.

5.4.4 All decisions must be fair, uphold Chevron College's commitment to equality and confidentiality, and align with institutional policies.

5.4.5 In cases of urgency, the Chair may take delegated action between meetings, but these decisions must be reported to the panel at the next meeting for formal approval.

5.4.6 The complainant will be notified of the decision by email within 5 working days, with details of the outcome and any actions. The decision is subject to the complainant's right of appeal to the Appeals Board.

2.2.13 AI Governance Committee

1. Purpose

1.1 The AI Governance Committee is responsible for the oversight, ethical deployment, and regulatory compliance of Artificial Intelligence (AI) technologies within Chevron College.

1.2 The Committee ensures that AI systems align with institutional strategic goals, maintain academic integrity, enhance operational efficiency, and comply with legal frameworks such as the EU AI Act and GDPR.

1.3 It provides governance, monitoring, and continuous improvement of AI tools used in teaching, learning, assessment, research, administration, and learner support, while mitigating risks associated with AI bias, data protection, and automated decision-making.

2. Format

2.1 Membership

- Chair who is appointed by the College's senior leadership.
- At least one member of the senior academic team (e.g., Director of Academic Affairs, Dean of Education, Registrar, and/or Dean of Research and Ethics).
- QA Coordinator (Secretary).
- The AI Automation Manager.
- Learner representative.
- At least one member from the learner support staff (e.g., Dean of Educations, Support Services admins).
- Any other member deemed necessary by the Chair.

2.2 The Committee may invite external AI specialists, legal advisors, data ethics experts, or other relevant stakeholders as needed to support decision-making and policy development.

2.3 The Chairperson will be responsible for recommending changes to the Committee's membership to ensure balanced expertise and institutional representation.

3. Terms of Office

3.1 Members will be appointed for a term of three years with the option of renewal based on institutional needs and individual performance.

3.2 The Chairperson and core committee members will be nominated by Chevron College's senior management team ensuring appropriate expertise in AI governance and compliance.

3.3 Any changes in membership must be approved by the Chairperson with transitional arrangements made to ensure governance continuity.

4. Terms of Reference

4.1 Approve and monitor AI deployments across the institution to ensure compliance with ethical, legal, and strategic requirements.

4.2 Ensure adherence to the EU AI Act, GDPR, and Chevron College's internal governance policies related to AI.

4.3 Review feedback and performance metrics for AI tools and systems, identifying areas for continuous improvement.

4.4 Oversee AI-related risk management by identifying and mitigating potential ethical, legal, and operational risks associated with AI deployment.

4.5 Ensure transparency and accountability in AI-driven decision-making processes, particularly in high-impact areas such as assessment, recruitment, and learner support.

4.6 Address AI-related incidents by investigating and resolving issues such as biases, inaccuracies, or non-compliance with regulations.

4.7 Facilitate staff and learner engagement by providing training and guidance on ethical AI use and compliance requirements.

4.8 Maintain records and audits of AI decisions, governance actions, and compliance assessments.

5. Conduct of Meetings

5.1 Frequency of Meetings

5.1.1 The AI Governance Committee will meet twice per year.

5.1.2 Additional meetings may be convened in response to:

- Significant AI-related policy changes
- Compliance audits or regulatory updates
- High-priority incidents, risks, or ethical concerns

5.2 Quorum

5.2.1 A meeting will be considered valid if at least three core members are present including the Chairperson or their designated deputy.

5.2.2 Where necessary, committee members may nominate someone with prior agreement from the Chair or acting Chair to attend meetings on their behalf.

5.2.3 A quorum must be met for the committee to make binding decisions on AI governance matters.

5.3 Agenda and Minutes of Meetings

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

5.3.2 The agenda is divided into the following sections:

- Welcome and Apologies
- Minutes of Previous Meeting
- Matters Arising

- Review of AI Deployments
- Compliance Updates and Risk Assessments
- Learner and Staff Feedback on AI Tools
- Submission of New/Emerging AI Tools
- Policy Updates and Strategic Planning
- Any Other Business
- Date of Next Meeting

5.3.2 Meeting minutes will be formally recorded, documenting key decisions, action points, and compliance measures.

5.3.3 Minutes will be circulated to committee members for review within one week following each meeting.

5.3.4 Decisions and recommendations will be communicated to relevant stakeholders within two weeks of each meeting

5.4 Decision Making

5.4.1 The Committee will seek consensus-based decision-making where possible.

5.4.2 Where consensus cannot be reached, decisions will be determined by a majority vote, with the Chairperson holding a casting vote in the event of a tie.

5.4.3 Major AI governance decisions, such as the approval of high-risk AI systems, must receive formal approval from at least one compliance expert.

5.4.4 All major decisions, including approvals of AI deployments, policy amendments, and risk mitigation measures, will be formally recorded and communicated to relevant departments.

6. Monitoring and Reporting

6.1 The Committee will oversee:

- Regular compliance audits to ensure AI systems continue to meet regulatory and ethical standards.
- Ongoing risk assessments to address emerging AI challenges, biases, and potential data security concerns.
- Incident tracking and response mechanisms for AI-related errors, biases, or breaches of compliance.

6.2 Documentation and Audit Records

- Logs and records of AI decisions, policy updates, and compliance assessments will be maintained for institutional audits.
- AI-related incidents must be reported to the AI Governance Committee within one business day of discovery.

2.2.14 Academic Council Sub-Committee

1. Purpose

1.1 The Sub-Committee safeguards the integrity of Chevron College's Quality Assurance (QA) Manual by reviewing, in detail, all significant proposed amendments and recommending their approval or rejection to the Academic Council (AC).

1.2 It ensures that the QA Manual continues to meet the requirements of the Qualifications and Quality Assurance (Education and Training) Act 2012, the QQI Core Quality Assurance Guidelines and ISO 9001:2015.

1.3 It may also approve minor academic-governance items normally within the AC's remit that do not justify convening a full meeting of the Council.

2. Format

2.1 Membership

- **Chair:** One external member of the Academic Council with senior expertise in quality assurance or academic standards. The Chair must be wholly independent of Chevron College (no current or previous employment or contractual relationship).
- **Second External Member of the Academic Council.:** Brings additional independent perspective and QA expertise.
- **Registrar:** Chevron College Registrar, the senior officer responsible for academic standards and regulatory compliance. They act as the secretary for any ad-hoc meetings.

2.2 Reporting

The Registrar (or, in their absence, the Chair) presents a written report of each meeting to the next scheduled meeting of the Academic Council.

2.3 Attendance

The Sub-Committee may invite any person to attend to assist with its business, including QA staff, programme leaders, learner representatives or external specialists.

3. Terms of Office

3.1 External members serve a three-year term, renewable once. Re-appointment after two consecutive terms requires a gap of at least one full term.

3.2 The Registrar is an ex-officio member for the duration of their post.

4. Terms of Reference

4.1 On behalf of the Academic Council, to scrutinise proposed substantive changes to the QA Manual, ensuring continued compliance with QQI requirements, statutory obligations and institutional strategy.

4.2 To approve, under delegated authority, minor amendments or clarifications to the QA Manual and other routine academic-governance matters within the Academic Council's normal remit.

4.3 To refer to the full Academic Council any proposal judged to have significant strategic impact beyond the Sub-Committee's delegated authority, with a rationale and recommendation.

4.4 To monitor the cumulative impact of QA Manual changes on learners, staff and external stakeholders, and to advise the Academic Council on any emerging risks.

4.5 To maintain a register of all approved amendments and ensure they are communicated promptly to the College community.

4.6 To prepare an annual summary report of activity, decisions and recommendations for the Academic Council.

5. Conduct of Meetings

5.1 Frequency of Meetings

5.1.1 The Sub-Committee meets ad-hoc, normally within ten working days of a request from the Registrar or Chair. Meetings may be face-to-face or via video-conference.

5.2 Quorum

5.2.1 A quorum is two members, one of whom must be the Chair (or their nominated external deputy) and the other the Registrar or second external member.

5.3 Agenda and Minutes of Meetings

5.3.1 The Chair, in consultation with the Registrar, determines the order of the agenda and ensures timely circulation of papers.

5.3.2 The agenda typically comprises:

- Welcome and Apologies

- Proposed Amendments to the QA Manual
- Minor Academic-Governance Items
- Any Other Business
- Date of Next Meeting

5.3.3 The Secretary records formal minutes and circulates them in draft to members within ten working days.

5.4 Decision Making

5.4.1 Decisions are normally reached by consensus. Where a vote is required, each member (Chair, external member, Registrar) has one vote; a simple majority carries the motion.

5.4.2 At least one external member must support any majority decision.

5.4.3 In the event of a tie, the Chair has a casting vote.

5.4.4 Voting tallies (for, against, abstentions) are recorded in the minutes.

5.4.5 The Chair may exercise delegated authority to act between meetings on urgent, non-contentious matters, reporting such actions at the next meeting.

2.3 Management of Quality Assurance

The Management Board conducts a formal review of quality every month during its Management Review meeting. This review addresses issues related to staff and resources and includes an examination of self-evaluation and internal audit reports.

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

Staff induction processes include an introduction to Chevron's mission and values, a planned assimilation programme for new hires, and on-the-job training by managers and supervisors. Clear processes and procedures support this, allowing managers to track progress against KPIs and other quality measures.

Negative feedback and complaints are handled by the relevant manager. This includes following a complaints process, a disciplinary process, and an objective analysis of the issues to make recommendations for corrective actions.

2.3.1 Programme Monitoring

The Director of Academic Affairs, Programme Leaders, and the tuition and administration teams monitor progress and quality assurance (QA) through various formal, semi-formal, and informal channels, as outlined in Section 12: Self-Evaluation, Monitoring, and Review. These techniques are designed to capture 'the voice of the customer' through learner

surveys and feedback forms such as the end of module feedback survey is fundamental to Chevron's success.

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

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

Formal monitoring of programme delivery occurs through Programme Board meetings, Academic Council meetings, and Management Board meetings. These meetings include set agenda items focused on monitoring QA and learner satisfaction. Class representatives will serve as a key link between learners and lecturers on Hour programmes and will attend monthly meetings with the programme delivery team.

2.3.2 New Programme Development and Validation

Ideas for new programmes emerge from various sources including:

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

2.3.3 Programme Development Brief and Business Case

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

- Programme level, content and proposed delivery method.
- Potential risks and opportunities related to the proposal.
- A description of an initial business case, the expected learner demand, and alternative provider sources for the proposed programme.
- Engagement of employers and other stakeholders in design and development.

- Outline of costs, resources and project timetable for development and validation.

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

- Academic review and approval by the Academic Council.
- Business case review by the Management Board.

2.3.4 Programme Development Team

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

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

- Award type and NFQ level
- Programme learning outcomes
- Module learning outcomes and credit weightings
- Mode of delivery and duration
- Teaching, learning, and assessment methodologies
- Expected learner workload
- Placement opportunities
- Entry requirements
- Access, transfer, and progression
- Availability of exit awards
- Any special regulations
- Professional accreditation
- Programme objectives and Chevron’s overall strategy

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

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

- Revisiting the strategic business case and its alignment with Chevron's corporate vision
- The academic quality of the proposed content, delivery, and teaching methods
- Core stakeholders' prior feedback (e.g., learners, tutors, marketing, QQI) and any changes in their views
- Staffing and resourcing requirements

Validation and accreditation requirements, including descriptor documents (objectives, aims, learning outcomes, delivery modes, assessment, learner access and progression) and self-evaluation.

Once the programme prototype and validation pack have been approved by both the Academic Council and Management Board, the programme proposal will be submitted to QQI for validation using the required format. The report of the external subject matter expert (and a narrative including revisions made in response to their feedback) will be submitted alongside the programme document for consideration by QQI's Independent Panel of Evaluators.

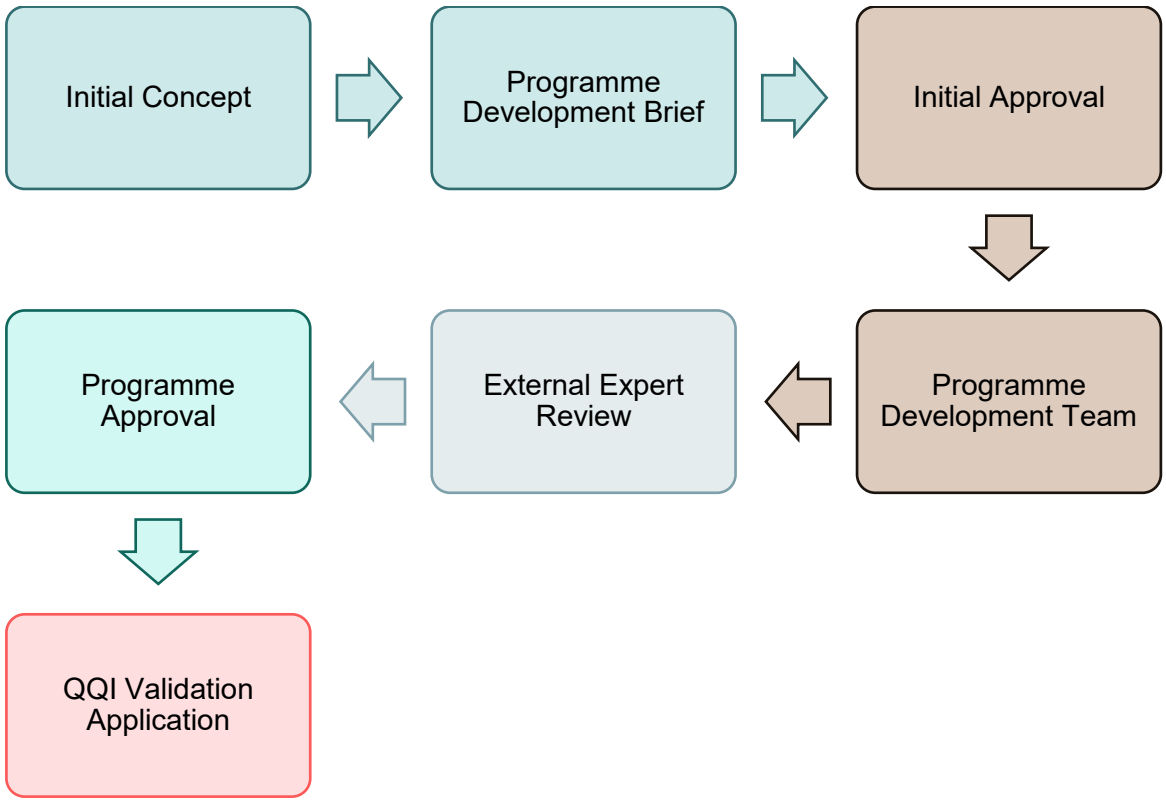

Figure 08: New Programme Development Model

2.4 Embedding a Quality Culture

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

- Policies and procedures are designed in consultation with those involved in their implementation and guided by feedback from key stakeholders. For example, staff feedback during internal audits and external reviews is used to develop better systems and processes. Chevron uses a 'plan-do-check-act' model to track the effectiveness of existing policies and identify needs for new ones.
- People are trained in a 'systems thinking' approach to problem-solving. Processes are mapped to describe and explain the quality assurance feedback and feedforward paths so that any variations can be clearly understood and corrected.
- A balanced, organisation-wide approach to implementing quality assurance procedures is used to encourage a sense of ownership of quality among all staff.

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

While the QAM offers a comprehensive overview of the QA/QE systems in place at Chevron College, Chevron understands that for anyone unfamiliar with the QAM, it may be a little overwhelming when trying to find key information. Therefore, based on regular consultation with relevant stakeholders, essential information on specific QA/QE policies and procedures have been compiled and included in key sources to allow people to easily engage with the necessary QA/QE systems. These sources include, but are not limited to:

- **The College Website:** The college website provides high-level information on the programmes, registration information, PEL, and links to relevant documentation.
- **QA Forms (QA Appendix):** Provides relevant forms and stand-alone documents that enable the reader to pursue a specific need such as a deferral application form, a CPD application form, etc.
- **QA Flowcharts (QA Appendix):** Provides flowcharts and other visual data charts that allow the reader to visually understand the process involved in a related policy or procedure.

- **Programme Handbooks:** The programme handbooks provide information on the specific programme such as learning outcomes, topics, useful resources, etc.
- **Learner Handbook:** The learner handbook provides important information for learners to help them acclimatise to both the college and their specific programme of study.
- **Employee Handbook:** The employee handbook provides information on responsibilities and rights of the employees.
- **Professional Practice Handbook:** The professional practice handbook outlines the requirements for that specific programme where placement forms a part of the programme.

Access to these sources allows stakeholders to better understand their own role in promoting, maintaining, and embedding a quality culture at the college and allows them to have a sense of ownership in collaboratively improving the quality culture at Chevron College. Embedding a culture of quality is only possible when there are clear values associated with that culture.

2.4.1 The Role of Feedback

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

2.4.2 Commitment to Continuous Development and Improvement

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

2.4.3 Team Building and Communications

Management fully recognises its responsibility for delivering quality throughout the organisation. This is achieved by creating and supporting a well-trained team aligned with

Chevron's business processes. This ensures that staff have a strong sense of purpose, are customer-focused, and guided by clear objectives and KPIs.

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

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

Staff play a key role in quality enhancement, and they are heavily consulted during internal audits to ensure that processes are delivering the expected quality standards. Feedback and communications with wider stakeholders are shared throughout the organisation, so both management and staff can respond to the changing needs of the training and education environment.

2.5 Academic, Support, and Administrative Roles and Responsibilities

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

Individual and team roles within the education and training area cover the full end-to-end delivery of FET and HET programmes, including development, delivery, assessment and evaluation and can be seen in Figure 09: Academic, Support, and Administrative Organisational Chart.

2.5.1 Academic, Support, and Administrative Organisational Chart

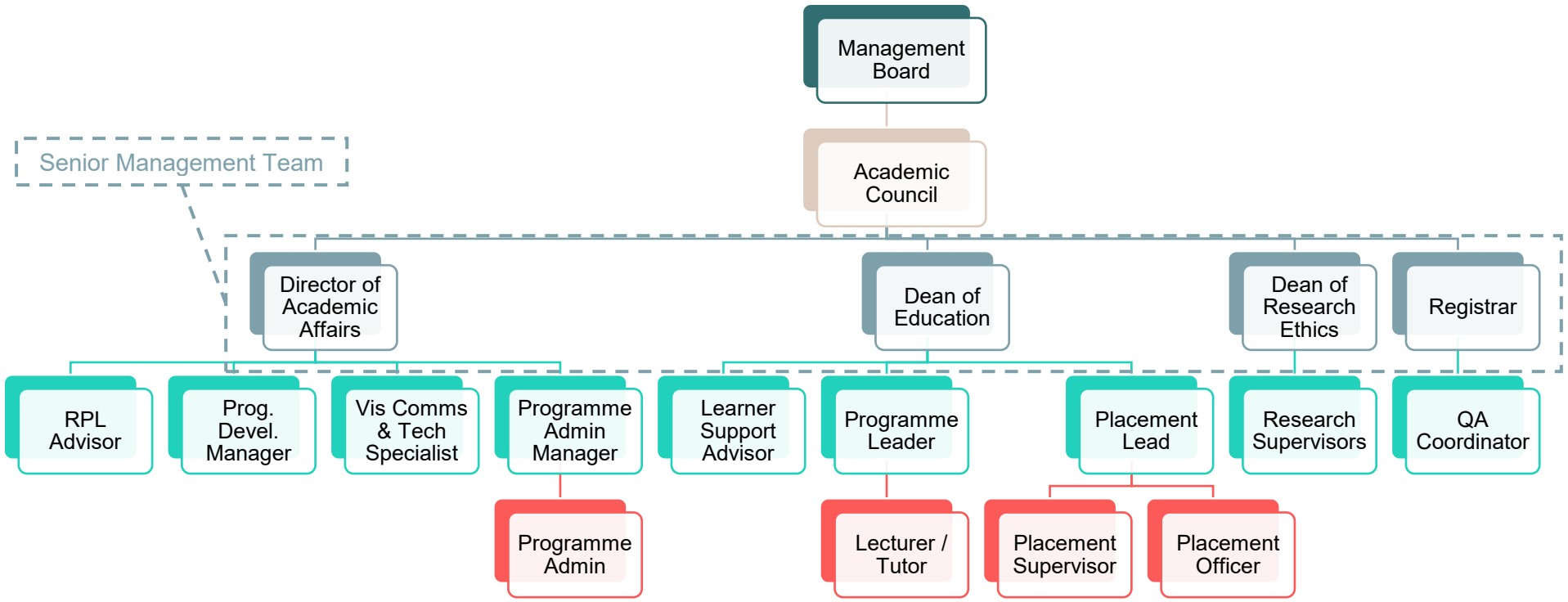

Figure 09: Academic, Support, and Administrative Organisational Chart

2.5.2 Director of Academic Affairs

The Director of Academic Affairs at Chevron College is a member of the Senior Management Team and oversees the academic management of the college and reports directly to the College President. They are responsible for promoting academic excellence at all levels across the college, and they also manage at a high level such as admissions, learner services, the Staff Development Plan, and academic budget. They also handle non-academic learner issues and monitors KPIs to ensure performance standards.

- Executive responsibility for the management of academic affairs at Chevron College, reporting to the College President.
- Represent Chevron's Academic Council as a member of the College's Management Board.
- Act on behalf of the Academic Council to promote and continuously improve the culture of academic and professional excellence at Chevron College.
- Manage the overall coordination and development of Chevron's quality procedures and policies, programmes, staff and facilities.
- Oversee Chevron's Programme Leaders and senior staff to ensure the integrity, management, development and quality assurance of all education and training programmes offered by the college.
- Oversee programme development, collaborative partnerships and validation applications to QQI.
- Liaise with the Operations Manager to ensure the integrity and security of Chevron's academic records.
- Oversee the admission, learner registration, library and academic support services and other services to learners provided by Chevron.
- Manage resource allocation – Lecturers/Tutors, Assessors, Admin.
- Prepare an annual Staff Development Plan and budget for approval by Chevron's Academic Council, to ensure that appropriate training and CPD objectives are being met by the College.
- Chair Chevron's QA Policy and Procedures Committee, Results Approval Panel and Academic Misconduct Panel.
- Manage Chevron's QA Team.
- Manage the relationship with key stakeholders and be the key contact between Chevron and accrediting and regulatory bodies.
- Manage all non-academic learner issues – admin, financial, etc.
- Monitor KPIs on a weekly basis, manage deviations from KPI standards.

2.5.3 Dean of Education

The Dean of Education at Chevron College is a member of the Senior Management Team and is responsible for the strategic leadership and management of teaching, learning, and assessment across the institution and they are responsible for overseeing the delivery, review, and continuous improvement of learner support services at Chevron College. This role focuses on ensuring the highest standards of educational excellence, incorporating digital education, innovative tools and technologies, and Recognition of Prior Learning (RPL) to enhance the learner experience.

- Develop and implement strategic plans for teaching, learning, and assessment that align with the college's mission and goals.
- Foster a culture of continuous improvement and academic excellence within the college through continuous professional development (CPD) opportunities.
- Oversee the design, delivery, and evaluation of academic programmes to ensure they meet the highest standards and align with industry needs.
- Lead initiatives to enhance pedagogical practices and promote innovative teaching methodologies, including the integration of digital education tools and technologies.
- Ensure robust assessment strategies are in place to accurately measure learner achievement and learning outcomes, maintaining integrity and fairness.
- Develop and oversee RPL policies and procedures to acknowledge and credit learners' previous experiences and achievements, ensuring transparency and accessibility.
- Provide leadership and support for faculty professional development initiatives, fostering a collaborative and inclusive academic environment.
- Enhance learner support services to promote retention, progression, and success, with initiatives to support diverse learner needs and backgrounds.
- Utilise data analytics to inform decisions related to teaching, learning, and assessment, monitoring key performance indicators to drive continuous improvement.
- Build and maintain strong relationships with internal and external stakeholders, including industry partners, accrediting bodies, and educational institutions.
- Develop and implement policies related to teaching, learning, and assessment, ensuring compliance with national and international educational standards and accreditation requirements.
- Identify and mitigate risks related to teaching, learning, and assessment, developing contingency plans to address potential challenges.

- Promote diversity and inclusion within the academic community, ensuring educational practices and policies reflect the college's commitment to equity and access.
- Provide regular reports to the relevant staff, committees, and other stakeholders on the status of teaching, learning, and assessment initiatives, ensuring transparency and accountability.
- Monitor and review the delivery of Chevron's learner support services including:
    - Learner Support Advisors
    - Employment Services
    - Financial Services
    - Disability Services
    - Academic Support Services
    - Pastoral Support Services
- Discuss and review informal and formal learner feedback on support services with the Programme Leader.
- Attend Programme Board meetings and report on learner services to the Director of Academic Affairs.
- Promote a culture of quality and continuous improvement by supporting other team members in relation to QA standards, operational guidelines, evaluation and systems reviews of Chevron's learner services.
- Work with the Director of Academic Affairs, QA Coordinator and Programme Leaders to further enhance and develop the provision of support services to Chevron's learners.
- Prepare an annual report on Learner Services for review by the Academic Council.

2.5.4 Registrar

The Registrar at Chevron College is a member of the Senior Management Team and is a key administrative leader responsible for managing, monitoring, and reviewing the quality assurance of the college and related services. This role ensures the integrity, accuracy, and security of all QA policies, processes, and procedures of the college.

- Oversee the development, implementation, and review of QA policies, processes, and procedures to ensure they meet institutional and regulatory standards.
- Monitor compliance with QA standards across all academic programmes and departments. Conduct regular audits and reviews to ensure continuous improvement.
- Collaborate with faculty and staff to develop and update academic policies and procedures that align with best practices and regulatory requirements.

- Manage the maintenance and security of all academic records, ensuring their accuracy and confidentiality. Implement systems for record-keeping that comply with legal and institutional standards.
- Manage the admissions process, including application review, acceptance notifications, and onboarding of new learners. Develop and enforce admissions policies in line with the college's standards.
- Oversee graduation ceremonies and ensure the accurate issuance of diplomas and certificates. Verify that all graduation requirements are met by candidates.
- Ensure compliance with all relevant regulatory requirements and standards. Develop and implement policies to maintain institutional accreditation.
- Provide accurate and timely reports on enrolment, graduation rates, and other academic metrics. Use data to inform decision-making and strategic planning.
- Manage the processes for grade reporting and academic transcripts. Ensure that grades are recorded accurately and in a timely manner.
- Support the administration of examinations and assessments. Ensure that assessment processes are fair, consistent, and aligned with academic standards.
- Maintain effective communication with learners regarding registration, records, and academic policies. Address and resolve learner issues related to academic records.
- Supervise and support staff within the Registrar's Office. Provide training and professional development opportunities to ensure high performance and job satisfaction.
- Foster relationships with external accrediting bodies, regulatory agencies, and other stakeholders. Represent the college at meetings and conferences related to academic administration.

2.5.5 Dean of Research and Ethics

The Dean of Research and Ethics at Chevron College is a member of the Senior Management Team and is responsible for the strategic leadership and oversight of research activities and ethical standards within the institution. This role includes the development, monitoring, and review of all research and ethics policies, processes, and procedures, ensuring the highest standards of academic integrity and research excellence.

- Develop, implement, and review research policies, processes, and procedures to ensure compliance with institutional and regulatory standards.
- Monitor and uphold ethical standards in all research activities, ensuring compliance with national and international ethical guidelines.
- Provide strategic leadership for the college's research agenda, fostering a culture of

research excellence and innovation.

- Oversee the ethical review process for research proposals, ensuring all research conducted is ethically sound and in compliance with relevant regulations.
- Collaborate with faculty and researchers to develop and support high-quality research projects.
- Facilitate interdisciplinary research initiatives and partnerships.
- Ensure the integrity, accuracy, and security of research data and records. Implement systems for research record-keeping that comply with legal and institutional standards.
- Develop and oversee training programmes on research methodologies and ethical practices for faculty and learners.
- Manage the allocation of resources for research activities, ensuring efficient and effective use of funds and facilities.
- Foster relationships with external research bodies, funding agencies, and industry partners.
- Pursue opportunities for research funding and collaboration.
- Provide accurate and timely reports on research activities, funding, and outcomes. Use data to inform strategic planning and decision-making.
- Support faculty and learners in the publication and dissemination of research findings.
- Promote the visibility and impact of the college's research.
- Ensure compliance with all relevant regulatory requirements and standards related to research and ethics.
- Conduct regular audits and reviews to ensure continuous improvement.
- Supervise and support staff within the Research and Ethics Office. Provide training and professional development opportunities to ensure high performance and job satisfaction.
- Represent the college at national and international conferences and meetings related to research and ethics.
- Act as the key contact for research-related inquiries and issues.
- Maintain effective communication with faculty, learners, and external stakeholders regarding research and ethical standards. Address and resolve ethical issues and concerns promptly.
- Promote a culture of ethical awareness and responsibility throughout the college.
- Ensure that all members of the college community adhere to the highest ethical standards in their research activities.

2.5.6 Programme Leader

The Programme Leader collaborates with the senior academic management team to manage and maintain the academic integrity of the programme. The role also involves implementing quality assurance policies, managing learner feedback, and liaising with external examiners. The Programme Leader is crucial in programme planning, evaluation, and enhancement while also supporting learners academically and pastorally.

- Work with Chevron's senior academic management team to ensure the management, delivery, and academic integrity of the programme that they lead.
- Provide academic leadership, support, and guidance to the programme team.
- Work with the Director of Academic Affairs/Dean of Education in matters relating to the management and professional development of the programme team.
- Work with the Director of Academic Affairs/Dean of Education to recruit new staff members for the programme team and oversee staff inductions.
- Ensure that the appropriate content, teaching, and assessment methods are in place to meet the learning outcomes of each module on the programme.
- Ensure that a welcoming, relevant, and effective induction programme is in place and provided to each cohort of learners.
- Ensure that programme handbooks are updated with any changes in course content and operations and in line with Chevron's guidelines.
- Have oversight of the academic and pastoral supports provided to the learners on the programme and work with the Dean of Education/Learner Support Advisors to ensure that appropriate interventions are made where causes of concern are identified.
- Be a point of contact for learners/tutors/assessors/admin with academic issues.
- Oversee the implementation of all QA policies and procedures at programme level in conjunction with the Registrar and QA Officer.
- Manage all sources of learner feedback and facilitate staff and learners to engage in quality assurance processes such as learner representation, end of module surveys and the participation of staff and learners at programme meetings.
- Manage the assessment and certification process with the Programme Administrator ensuring that all requirements are met within specified timeframes and adhere to monitoring and evaluation procedures.
- Liaise with external examiners and provide a formal response to their reports.
- Lead the short, medium, and long-term planning, evaluation, and review of the programme.
- Organise Programme Board meetings and report on programme metrics to the

Academic Council.

- Take forward any new programme proposals in accordance with Chevron's new programme development strategy.
- Ensure relevant, accurate and up-to-date information on the programme is made available for marketing purposes.
- Raise the profile of the programme through research, presentations and networking with collaborative partners (where applicable), external bodies and national organisations.
- Keep up to date of learning and industry changes relating to the course and report to the Academic Council in respect of programme planning, monitoring and enhancement, and are expected to interact with national and international communities of practice.
- Oversee appraisal of staff assigned to their programme(s) and ensure that staff have completed any mandatory training requirements.

2.5.7 Module Lecturer/Tutor

The Module Lecturer/Tutor is responsible for delivering programmes according to a fixed schedule each semester, providing support through various channels such as induction, email, phone, LMS, and both online and classroom delivery. Module Tutors set, mark, and return assessments, collaborate with team members and partners, and contribute to programme development and policy formulation.

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

- Assist in the development of policies and procedures related to programme development and delivery.
- Engage in appropriate continuing professional development (CPD).

2.5.8 Programme Administrator Manager

The Programme Admin Manager oversees the Programme Administrators team, ensuring efficient administration, compliance with quality standards, and smooth delivery of all programmes. This role is responsible for coordinating administrative operations, ensuring adherence to institutional policies, and supporting the continuous improvement of processes across all programmes. They are usually focused on either the HE or the FE sector, but they may occasionally cover both sectors depending on the programme.

- Lead, mentor, and manage the Programme Administrators team, ensuring consistent delivery of high-quality administrative support for all programmes.
- Oversee the collection, verification, and approval of admission documents, ensuring that all programme entry requirements are met.
- Ensure the timely and accurate submission of learner records, QQI submissions, and certification requests, working closely with the Programme Administrators to manage deadlines and ensure compliance with QQI standards.
- Manage the coordination of learner registrations for exams, skills days, and other critical events, ensuring smooth scheduling and accurate documentation.
- Develop and implement administrative processes to improve the efficiency and quality of programme administration, ensuring compliance with internal policies and data protection regulations.
- Collaborate with Programme Leaders and tutors to ensure the administrative team provides effective support, responding to requests in a timely and organised manner.
- Lead the preparation and submission of monthly reports, such as PEL (Protection for Enrolled Learners) database submissions, and ensure compliance with relevant regulations.
- Monitor the progress of programme reviews, ensuring that learner feedback, performance data, and staff input are gathered, analysed, and submitted for review.
- Ensure the smooth running of programme-related events, such as orientation days, workshops, and seminars, by managing administrative logistics and providing staff support.
- Review and continuously improve administrative systems and tools, ensuring that the team is using best practices and keeping up with institutional changes and updates.
- Serve as the main point of contact between the Programme Administrators and

senior management, ensuring effective communication and alignment with college goals.

2.5.9 Programme Administrators

Programme Administrators at Chevron College play a key role in the day-to-day administrative support of programmes, ensuring the smooth running of programme-related processes and maintaining compliance with institutional standards. This role focuses on learner interaction and managing the administrative aspects of programme delivery.

- Provide learners with access details for course platforms and learning materials, ensuring a smooth start to their learning journey.
- Collect and process admission documents, ensuring they meet programme entry requirements, and forwarding any complex cases to the Programme Admin Manager for review.
- Handle learner correspondence, responding promptly to queries and providing administrative assistance with general programme-related concerns.
- Submit the PEL (Protection for Enrolled Learners) insurance database on a monthly basis to maintain regulatory compliance, ensuring accuracy and completeness.
- Organise and manage learner registrations for exams and skills days, ensuring accurate scheduling and that learners are informed of important dates.
- Collect and compile relevant information for programme reviews, including learner feedback and staff input, ensuring reports are submitted to the Programme Admin Manager on time.
- Submit learner results to QQI, ensuring data is accurate and deadlines are met for certification processes.
- Assist in the coordination of programme-related events, such as orientation days, seminars, and workshops, providing administrative support as needed.
- Maintain compliance with data protection regulations in all administrative tasks, ensuring the confidentiality of learner information.
- Provide ongoing administrative support to the Programme Leader and tutors, ensuring smooth communication and efficient workflows across the team.

2.5.10 Programme Development Manager

The Project Development Manager plays a pivotal role in implementing Chevron College's strategic plan for face-to-face, blended, and online learning. This role supports College's overall teaching and learning strategy, ensuring high-quality, accessible educational content and learning resources across all programmes.

- Operate as a Project Leader reporting to the Director of Academic Affairs to implement a strategic plan for blended and online learning linked to the overall teaching and learning strategy of Chevron College.
- Work collaboratively with academic colleagues and subject matter experts to develop and produce pedagogically effective e-learning and technology-enhanced, accessible and high-quality educational content and learning resources across all Chevron's programmes.
- Applying standard ID approaches, work collaboratively with academic colleagues to develop and produce blended and online educational content that is aligned to set programme and module learning objectives and outcomes.
- Work collaboratively with academic colleagues and specialist staff to ensure that the different media used are integrated so that they support and complement each other in enabling learner achievement of the stated learning outcomes and to ensure a learner-centred, consistent and engaging learning experience.
- Provide information and support to academic colleagues developing blended and online learning modules to ensure the use of the platforms that Chevron has committed to and in line the College's policies, processes and systems for blended and online learning.
- Work with the Dean of Education to provide information and support to colleagues on matters of copyright, intellectual property, open source and creative commons licencing.
- Have overall responsibility for ensuring that intellectual property rights and software licensing issues are addressed in the development and delivery of blended and online learning.
- Be responsible for ensuring that the delivery system for each online module/learning support resource is fit-for-purpose, with a clear statement of:
    - resources needed to complement any online technology.
    - how the technology is to be used by teaching and other personnel involved both individually and collectively.
    - how it is to be used to confirm that the teaching and learning has occurred, including assessment and feedback for each individual programme.
- Ensure that effective arrangements are in place so that any blended and online learning elements of provision have had the reliability of their delivery systems tested and signed off in advance, with confirmation that appropriate technical support and contingency plans are in place.
- Have overall responsibility for implementing contingency arrangements in the event

of platform, hardware or software failures.

- Contribute to Chevron's internal CPD initiatives to provide training as required and to promote best practice in the pedagogy appropriate to online learning, the use of educational technology and the development of relevant digital capabilities among staff and learners.
- Facilitate access to the National Forum Digital Badges "Getting Started with Online Teaching" and "Teaching Strategies for [New] Lecturers" for which the Director of Academic Affairs is an approved facilitator.
- Develop, monitor, evaluate and update, information and protocols provided to staff and learners on the use of the full range of online interactions and forums during their programme of study.
- Report to Chevron's Quality Policy and Procedures Committee on the planning, development, production, evaluation, learner engagement and updating of all digital content.
- Keep up to date with technology and platform developments to seek and identify possible improvements to the blended and online learning experience for learners.
- Provide planned and controlled opportunities for academic colleagues and other support and specialist staff to test new and evolving technologies not currently supported by the existing policy or College platform.
- Reporting to the Director of Academic Affairs, develop, monitor and evaluate, the procurement of services, hardware and software to support blended and online learning ensuring that:
    - The availability and life expectancy of the technology is appropriate to the nature of the blended learning provision, numbers of learners and duration of programmes.
    - Approved transitional arrangements are in place to support any migration to new or different technology (hardware or software), taking account of the need to maintain compatibility with the technology that learners are using.
- Develop a robust costing model to develop and update learning resources and induction, training and support for staff and learners.

2.5.11 Learner Support Advisors

The Learner Support Advisor supports learners' transition to higher education by providing an initial meeting during induction, offering technical assessments, and introducing them to the LMS support module. They also run webinars on study skills, maintain ongoing contact with learners, and work closely with the programme team to address any academic or welfare concerns.

- Schedule an initial meeting with FET and HET learners during the induction process to support their transition to higher education.
- Carry out a technical assessment and provide support for technical issues as they arise. The Learner Support Advisor will also introduce learners to the support module on the LMS during this initial meeting.
- Run 'learning to learn' live and recorded group webinars to support learners to develop the skills needed to approach their assessments, such as preparing a PowerPoint presentation, how to prepare for an academic presentation, academic writing and Harvard referencing, conducting literature searches using the online library, and so on.
- Work closely with all staff on the programme team to ensure learners receive the necessary supports while on the programme.
- Report any learner academic or welfare issues to the Programme Leader.
- Maintain contact with the learner to provide advice and address any challenges the learner may encounter. The amount of contact with a Learner Support Advisor will be determined by the level, type and stage of the programme.

2.5.12 Librarian

The Librarian supports learners and staff by providing access to appropriate learning resources and by developing learners' information literacy skills across further and higher education programmes. The role focuses on supporting academic study, assessment, and research activities through guidance on resource use, referencing, and effective information searching, working closely with programme teams and learner support services.

- Provide access to and guidance on the use of library resources, including e-books, journals, databases, and other digital learning materials aligned to programme requirements.
- Support learners to develop information literacy skills, including identifying appropriate academic sources, evaluating information quality, and using resources ethically.
- Deliver live and recorded workshops or webinars on topics such as academic research skills, literature searching, referencing conventions, and avoiding plagiarism, in collaboration with programme teams and Learner Support Advisors.
- Provide one-to-one and group support to learners, as required, to assist with research tasks, assignments, and project work.
- Work with Programme Leaders and academic staff to ensure library resources are appropriate, current, and aligned with learning outcomes and assessment

requirements.

- Support staff in the identification and use of learning resources to enhance teaching and assessment design.
- Promote awareness of library services and resources through induction activities, the LMS, and learner communications.
- Liaise with Learner Support Advisors to identify learners who may benefit from additional support with research, study skills, or academic writing.
- Contribute to the continuous review and development of library resources and services to meet the evolving needs of learners and programmes.

2.5.13 Research Supervisor

Research Supervisors at Chevron College play a critical role in guiding learners through the research and publication process, ensuring that high academic and ethical standards are maintained. They provide learners with support throughout their research journey, from topic selection to final publication, while ensuring that learners are well-informed about their intellectual property (IP) rights.

- Provide ongoing guidance and support to learners, helping them to develop research proposals, select appropriate methodologies, and address ethical considerations.
- Conduct regular meetings with learners to monitor their progress, offer constructive feedback, and ensure they meet agreed-upon research goals and deadlines.
- Assist learners in selecting suitable publication formats and platforms, ensuring their research aligns with Chevron College's academic standards.
- Ensure that all research is conducted ethically, adhering to Chevron College's Research Ethics Policy, and that any ethical concerns are addressed promptly.
- Advise learners on intellectual property (IP) matters, including the ownership, protection, and potential commercialisation of their research outputs.
- Ensure that learners understand their rights and responsibilities regarding IP and provide guidance on how to protect their work.
- Facilitate learners' ability to overcome methodological, technical, or practical challenges during the research process.
- Provide clear, timely feedback on drafts, ensuring that learners refine and improve their research while maintaining academic integrity and originality.
- Collaborate with the Research Ethics Committee (REC) and the Dean of Research and Ethics to ensure all research complies with institutional policies and external regulations.
- Approve learners' research for publication only once it meets Chevron College's

academic and ethical standards.

2.5.14 QA Coordinator

The QA Coordinator ensures the implementation and maintenance of procedures related to the approval, monitoring, and review of all training and education programmes. They promote a culture of continuous improvement by supporting team members with QA standards, operational guidelines, and systems reviews, while also liaising with QQI and other certification agencies.

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

2.5.15 RPL Advisor

The RPL Advisor provides guidance to learners seeking recognition of prior learning (RPL), ensuring their previous qualifications and experience are assessed and aligned with college entry requirements or programme credits.

- Advise prospective and current learners on the Recognition of Prior Learning (RPL) process, explaining the criteria for eligibility and the documentation required.
- Assist learners in compiling and submitting evidence of prior learning, including work experience, qualifications, and other relevant achievements, ensuring all submissions meet institutional guidelines.
- Evaluate RPL applications in collaboration with academic staff, ensuring consistency and fairness in the assessment of prior learning.

- Provide support to learners throughout the RPL process, offering guidance on how to present evidence and addressing any issues or questions.
- Maintain accurate records of RPL applications and outcomes, ensuring that all data is managed in compliance with college policies and data protection regulations.
- Collaborate with academic departments to assess the relevance and alignment of prior learning with programme requirements and make recommendations for the awarding of credits.
- Continuously review and update RPL procedures to ensure they reflect best practices and comply with QQI and institutional standards.
- Provide training and updates to staff on RPL processes and policies to ensure consistency in the evaluation and administration of RPL cases.

2.5.16 Visual Communications and Technology Specialist

The Visual Communications and Technology Specialist is responsible for creating both digital and print designs, maintaining the college's websites, and providing IT support to staff and learners. This role ensures that Chevron College's visual communications are consistent, engaging, and professional, while also supporting the college’s technical needs.

- Design digital and print materials, such as promotional graphics, handbooks, posters, and social media content, aligned with Chevron College's branding.
- Update and maintain the college’s websites, ensuring content is current, user-friendly, and visually appealing.
- Provide first-line technical support to staff and learners including troubleshooting technical issues, resetting passwords, assisting with software setup, using digital tools and platforms, including LMS, Teams, SharePoint, and other college-specific technologies.
- Collaborate with the marketing and academic teams to support promotional campaigns and online learning initiatives.
- Ensure all digital content complies with accessibility standards and is optimised for various devices and platforms.
- Assist in the setup and maintenance of technology required for online learning environments and administrative functions.
- Advise on and assist with the use of new technologies to enhance teaching, learning, and administrative efficiency.
- Support the creation and implementation of multimedia solutions and interactive materials to enhance learner engagement and communication.

2.5.17 Placement Lead

The Placement Lead is responsible for overseeing the organisation, management, and administration of learner placements. They ensure compliance with institutional policies and help learners and providers adhere to placement guidelines.

- Coordinate with learners and placement providers to ensure all documentation (e.g., contracts, health and safety assessments) is complete.
- Liaise with placement supervisors and mentors to establish placement objectives and expectations.
- Review placement proposals and learning contracts, ensuring the placement meets institutional standards.
- Provide support and guidance to learners and placement providers throughout the duration of the placement.
- Manage any issues arising in placement, ensuring timely communication and resolution between learners, mentors, and placement settings.
- Monitor learner progress, conducting evaluations and site visits where necessary.

2.5.18 Placement Supervisor

The Placement Supervisor provides academic support and guidance to learners while they are on placement. They ensure that the learners are meeting their learning outcomes and monitor their progress.

- Conduct placement visits to monitor learner progress and provide support.
- Facilitate reflective discussions with learners, helping them apply theoretical knowledge in practice.
- Ensure learners adhere to institutional guidelines and the placement setting's policies.
- Support learners in completing necessary paperwork related to their placement.
- Provide feedback and submit reports on the learner’s performance during the placement.
- Collaborate with placement mentors and Placement Lead to resolve any issues arising during the placement.

2.5.19 Placement Officer

The Placement Officer manages the administrative aspects of learner placements, ensuring that all necessary processes are followed, and documentation is accurate.

- Handle day-to-day administrative duties related to placements, such as processing

contracts, handling insurance queries, and overseeing Garda vetting.

- Provide administrative support to learners, ensuring they meet compliance requirements before placement begins.
- Maintain accurate records of learner placements, contracts, and insurance documentation.
- Act as the first point of contact for learners needing administrative or technical support during their placement.
- Collaborate with the Placement Lead and Placement Supervisor to resolve placement-related issues.

2.6 Corporate, Operational, and Commercial Roles and Responsibilities

The Corporate, Operational, and Commercial roles at Chevron College encompass a range of key positions that support the institution's business operations, financial health, and overall organisational efficiency.

These roles, as seen in Figure 10: Corporate, Operational, and Commercial Organisational Chart on the next page, are essential in ensuring the smooth administration, governance, and commercial success of the college, aligning operational practices with strategic objectives.

2.6.1 Corporate, Operational, and Commercial Organisational Chart

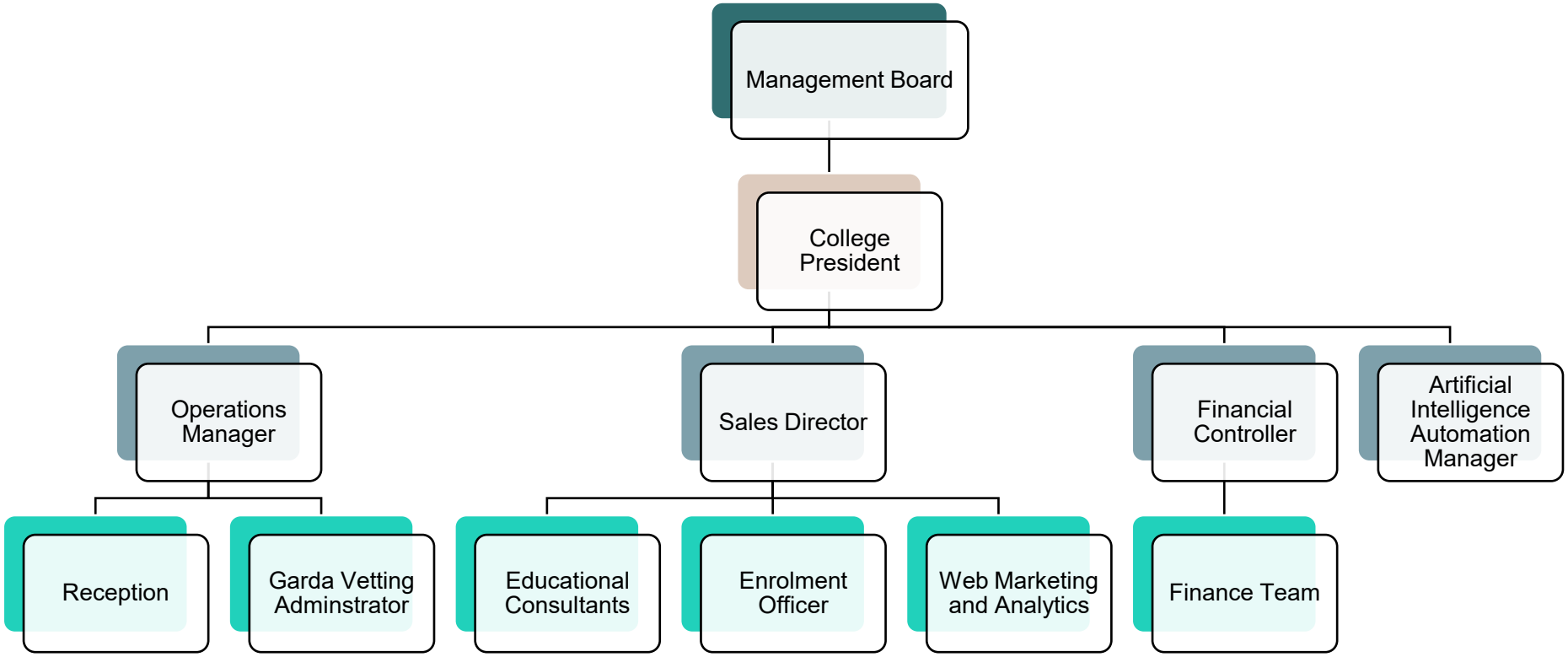

Figure 10: Corporate, Operational, and Commercial Organisational Chart

2.6.2 College President

The College President leads Chevron College's overall strategic direction, focusing on commercial growth and ensuring alignment with corporate governance standards. This role is responsible for driving financial sustainability, expanding market presence, and representing the college at commercial events.

- Lead the overall strategic direction of the college, with a focus on driving commercial growth and ensuring sustainability in line with corporate governance standards.
- Oversee the development and implementation of business strategies aimed at expanding the college's market presence and revenue streams.
- Ensure that the college operates within the framework of corporate governance, complying with legal and regulatory requirements, particularly in areas such as financial management, data protection, and ethical operations.
- Cultivate relationships with external partners, stakeholders, and funding bodies to enhance the college's commercial prospects and secure new opportunities for growth.
- Provide leadership in financial planning, budgeting, and resource management to ensure the college maintains its financial health while delivering on its strategic goals.
- Oversee the development of corporate policies that align with the college's commercial objectives, ensuring that all operations are conducted efficiently and ethically.
- Drive initiatives that enhance operational efficiency, reduce costs, and maximise profitability without compromising on quality.
- Represent the college at corporate and commercial events, acting as a key ambassador for the institution and strengthening its reputation within the industry.
- Collaborate with senior management to ensure that all commercial and governance initiatives align with the college's long-term strategic vision.
- Monitor performance metrics related to commercial growth and governance compliance, reporting regularly to the Board of Directors and adjusting as needed.

2.6.3 Operations Manager

The Operations Manager ensures the smooth functioning of daily operations across Chevron College's departments, working closely with senior management to implement business plans and allocate resources efficiently. This role involves oversight of staff, budgeting, operational policies, and technological solutions to enhance overall productivity.

- Oversee daily operations across various departments to ensure efficient and smooth

functioning in line with the organisation's goals and policies.

- Work with Managing Director in business planning and implementation of action plans.
- Maintenance of key company documents and records.
- Monitor and manage resources, including staff and budgets, to ensure optimal allocation for smooth operations.
- Coordinate with senior staff to ensure that operational processes meet quality standards and support the overall learner and employee experience.
- Highlight issues in relation to operational policies and procedures that do not align with regulatory requirements to ensure compliance across all levels of the organisation.
- Act as the primary point of contact for resolving operational issues, providing timely solutions to any problems that arise.
- Support the implementation of technological solutions aimed at streamlining operations and improving data management across the organisation.

2.6.4 Sales Director

The Sales Director manages Chevron College's sales operations, focusing on driving web-based and telephone sales campaigns for education and training courses. This role involves leading the sales team, developing sales strategies, and collaborating with marketing to optimise campaigns and achieve revenue targets.

- Oversee and manage web-based and telephone sales campaigns for both online and classroom-based education and training courses, ensuring alignment with overall sales and marketing strategies.
- Coach and mentor the sales team, fostering a solutions-based sales culture where team members respond proactively to customer requirements and emerging needs. Drive continuous professional development to enhance individual and team performance.
- Develop, implement, and manage web-based campaigns, sales promotions, and advertising initiatives, working collaboratively with other departments to ensure successful execution. Regularly review strategies to meet or exceed sales goals.
- Monitor the CRM database, ensuring accuracy and up-to-date information. Analyse sales data to identify trends and opportunities for new campaigns and initiatives, focusing on targeting new and existing customer segments.
- Track and report on key performance indicators (KPIs) and sales metrics, providing insights to senior management and adjusting strategies as necessary to maximise

effectiveness.

- Work closely with the marketing and educational teams to ensure that sales campaigns align with the college's educational offerings and meet the needs of learners and industry partners.
- Collaborate with senior management to forecast market trends and identify growth opportunities, ensuring that the sales strategy is adaptable and forward-looking.
- Build and maintain relationships with key external stakeholders, including corporate clients, to secure long-term partnerships and repeat business.

2.6.5 Financial Controller

The Financial Controller at Chevron College is a senior management role responsible for overseeing all financial operations and ensuring the college's financial health. They manage the finance team and work closely with senior leadership to provide strategic financial guidance and ensure compliance with relevant regulations and financial standards.

- Oversee the day-to-day financial operations, including budgeting, forecasting, financial planning, and cash flow management.
- Lead the finance team, ensuring accurate and timely preparation of financial statements and reports for senior management and the Board of Directors.
- Ensure compliance with relevant financial regulations and reporting standards, including tax laws and audit requirements.
- Develop and maintain robust internal controls and financial procedures to safeguard the college's assets and ensure the accuracy of financial records.
- Monitor and report on financial performance, providing insights and recommendations to the senior management team to inform strategic decisions.
- Work closely with department heads to provide financial support and guidance, ensuring alignment with the college's financial goals and objectives.
- Oversee payroll, accounts payable, and accounts receivable functions to ensure smooth financial operations.
- Manage external financial audits and liaise with auditors to ensure that all financial information is accurate and compliant with audit standards.
- Contribute to the development and implementation of long-term financial strategies to support the college's growth and sustainability.
- Prepare detailed financial reports for presentation to the Board of Directors, ensuring clarity and transparency in all financial matters.

2.6.6 Artificial Intelligence and Automation Manager

The Artificial Intelligence and Automation Manager focuses on leveraging AI and digital tools to streamline administrative tasks and reduce inefficiencies across the organisation. This role ensures that automation technologies align with corporate governance policies and enhance overall productivity.

- Identify and implement AI-driven solutions to reduce manual, repetitive tasks across various departments, focusing on administrative and operational processes.
- Ensure that AI and automated digital tools are optimally integrated into the organisation’s workflows to streamline operations and reduce inefficiencies.
- Oversee the use of AI and automation technologies to ensure they align with corporate governance policies, particularly in relation to data protection, ethical AI usage, and compliance with industry regulations.
- Continuously evaluate and refine processes within the organisation, using AI to drive improvements, reduce 'busy' work for staff, and enhance productivity.
- Manage relationships with AI and automation vendors, ensuring that selected technologies align with the organisation’s strategic goals and corporate governance needs.
- Track and report on the effectiveness of automation tools, ensuring that their implementation is resulting in measurable improvements in efficiency and workload reduction.

2.6.7 Educational Consultant

The Educational Consultant serves as the first point of contact for potential learners, helping them identify suitable education and training opportunities at Chevron College. They provide personalised advice, respond to enquiries, and assist learners through the sales process while ensuring a smooth registration experience.

- Act as the first point of contact for potential learners, responding promptly to enquiries sourced via the college’s website, web forms, and phone calls.
- Engage with potential learners to understand their training requirements, knowledge gaps, desired skill levels, and career aspirations. Provide tailored advice to ensure the right course match.
- Proactively reach out to potential learners to provide information about relevant courses, ensuring they understand the benefits and how the course aligns with their personal and professional development goals.
- Provide clear, detailed information on course offerings, structure, fees, and

requirements, ensuring that all questions and concerns are addressed.

- Work closely with learners to clarify any specific requirements and successfully close sales by guiding them through the registration and payment process.
- Ensure that all interactions with learners are accurately logged in the CRM system, enabling seamless follow-up and continuous engagement.
- Assist in the development of custom learning solutions for corporate clients and organisations, tailoring courses to meet their specific business or training needs.
- Stay updated on educational trends, accreditation requirements, and market demands, ensuring that advice given to learners is relevant and up to date.

2.6.8 Enrolment Administrator

The Enrolment Administrator manages the admissions and enrolment processes for new learners, ensuring a smooth transition into the college and that all entry requirements are met.

- Manage the learner enrolment process, collecting and verifying all necessary documentation, including identification, previous qualifications, and other entry requirements.
- Provide support and guidance to prospective learners throughout the admissions process, addressing any questions about programmes, entry criteria, and required documentation.
- Collaborate with the admissions team and academic departments to ensure that all applications are processed efficiently and that learners meet the appropriate eligibility criteria for their chosen programmes.
- Maintain accurate records of learner enrolment and ensure compliance with data protection regulations throughout the admissions process.
- Communicate with learners to confirm enrolment status, next steps, and any additional requirements for programme entry.
- Assist in coordinating orientation and induction activities to support new learners as they begin their programmes.
- Liaise with academic staff to confirm finalised enrolment lists and ensure smooth onboarding of learners into their respective programmes.

2.6.9 Finance Administrators

The Finance Admins at Chevron College are responsible for handling the day-to-day financial operations, including payroll, invoicing, and payments, ensuring the smooth

functioning of financial processes. They work closely with the Financial Controller to support accurate reporting and financial compliance but focus primarily on operational tasks.

- Manage payroll operations, ensuring timely and accurate payment of staff in compliance with tax and employment laws.
- Handle accounts payable and receivable processes, ensuring prompt payments to vendors and accurate invoicing of clients.
- Process and track payments, maintaining accurate records of transactions and ensuring all financial documentation is up to date.
- Assist with the preparation of routine financial reports, providing the Financial Controller with necessary data for higher-level analysis and strategic planning.
- Reconcile bank accounts and manage petty cash, ensuring that all financial records are accurate and balanced.
- Maintain financial records in line with internal controls and procedures, ensuring that all transactions are documented and easily accessible for audits and reviews.
- Collaborate with external auditors by providing necessary financial documentation during audits.
- Support compliance with financial regulations, particularly around payroll, taxes, and routine financial reporting.

2.6.10 Garda Vetting Administrator

The Garda Vetting Administrator is responsible for overseeing the Garda vetting process for all learners, ensuring compliance with institutional and legal standards related to safeguarding.

- Oversee the Garda vetting process for all learners, ensuring that all necessary documentation is completed accurately and submitted in a timely manner.
- Liaise with learners, Garda authorities, and relevant stakeholders to track the progress of vetting applications, addressing any issues or delays that may arise.
- Maintain up-to-date records of Garda vetting for each learner, ensuring compliance with data protection regulations and safeguarding requirements.
- Provide guidance and support to learners throughout the Garda vetting process, ensuring they are informed and assisted with any concerns or questions.
- Collaborate with academic and administrative teams to verify that all enrolled learners have successfully completed Garda vetting before participating in their programme placements or activities involving children.
- Ensure the college remains compliant with the Children First Act 2015 and other relevant legislation concerning child protection and safeguarding.

2.6.11 Web Marketing and Analytics

The Web Marketing and Analytics team is responsible for maintaining Chevron College's online presence and executing digital marketing strategies. They monitor website performance, analyse consumer behaviour, and optimise online campaigns to increase engagement and drive enrolments.

- Maintain and update the college's website, ensuring that all content is current, accurate, and optimised for user experience. Collaborate with the marketing team to reflect ongoing campaigns and promotions.
- Conduct research on current online marketing trends, competitor campaigns, and emerging digital strategies. Use insights to inform the development and optimisation of the college's online advertising and promotional efforts.
- Implement and manage online advertising strategies, including paid search, social media ads, and email campaigns. Ensure these efforts are aligned with broader business and sales goals.
- Monitor website analytics, search engine optimisation (SEO) performance, and consumer behaviour, using tools such as Google Analytics and SEO software. Analyse data to identify trends, evaluate the effectiveness of campaigns, and provide actionable feedback to business management.
- Regularly report on sales trends and customer behaviour to senior management, identifying opportunities for improvement in the college's digital marketing strategies and customer engagement.
- Collaborate with the sales and educational teams to ensure that digital marketing campaigns are tailored to meet the specific needs of target learner demographics and drive higher engagement.
- Ensure the website's design and user interface (UI) are optimised for mobile users and accessibility standards, improving user experience across all platforms.

2.6.12 Reception

Reception serves as the first point of contact for Chevron College, responsible for greeting visitors, managing communications, and providing administrative support to ensure smooth front-office operations.

- Greet visitors and learners upon arrival, providing them with the necessary information and directing them to the appropriate department or individual.
- Answer incoming phone calls and emails, directing enquiries to the correct departments or staff members, and ensuring a timely response.

- Manage appointment schedules for staff and learners, maintaining the reception area as an efficient point of contact for the college.
- Assist with general administrative tasks, including processing incoming and outgoing mail, handling deliveries, and maintaining office supplies.
- Provide support for college events and activities, assisting in logistical arrangements such as room bookings and visitor coordination.
- Maintain an up-to-date knowledge of college programmes and services to effectively assist learners and visitors.
- Ensure confidentiality and compliance with data protection regulations in all interactions and administrative tasks.

2.7 Academic Council External Members: Roles and Responsibilities

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

- Protecting the interests of all existing and future learners.
- Ensuring that all programmes are delivered in line with validation requirements.
- Reviewing each course as part of the Council's work on a yearly basis, with particular attention on completion rates and stakeholder feedback.
- Ensuring that the organisation is seeking to implement strategies to enhance quality on an ongoing basis.

2.7.1 Role Of External Chair

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

- Take the chair at meetings. This will involve:
    - the determination of the order of the agenda.
    - ensuring that Academic Council receives accurate, timely and clear information.
    - keeping track of the contribution of individual members and ensuring that they are all involved in discussions and decision-making. At all meetings the Chair should direct discussions towards the emergence of a consensus view and

sum up discussions so that everyone understands what has been agreed.

- Take a leading role in determining the composition and structure of the Council. This will involve regular reviews of the overall size of the Council, the balance between internal and external members and the balance of gender, age, experience and expertise.
- Ensure effective communication with internal and external stakeholders.
- Provide leadership to the Academic Council. This will involve:
    - taking responsibility for the Council's composition and development.
    - ensuring proper information for the Council.
    - planning and conducting Council meetings effectively.
    - getting all members involved in the Council's work.
    - ensuring the Council focuses on its key tasks – fulfils its TOR.
    - engaging the Council in assessing and improving its performance.
    - overseeing the induction and development of new members.
- Support the Director of Academic Affairs in the management of Chevron's academic aims and quality policies and procedures.
- Convene Chevron's Appeals Board in the event of an appeal against an academic judgement. This will include appeals on decisions taken on admissions, exemptions, assessment and academic misconduct.
- Take action on behalf of the Council on any matter which in the Chair's opinion is either urgent (but not of sufficient importance to justify a Special Meeting of the Council) or non-contentious. Report on the reasons and outcomes of such actions to the next Council meeting.

For further information please see section 2.2.2: Academic Governance.

2.8 Monitoring the Effectiveness of the QA System

Chevron's Quality Assurance Manual (QAM) outlines the QA policies and procedures for all QQI and non-QQI programmes delivered by Chevron. The QAM is reviewed and maintained on an ongoing basis in line with these requirements. It has been developed in accordance with the following guidelines:

- Qualifications and Quality Assurance (Education and Training) Act 2012
    - Chevron College delivers programmes that have been validated by Quality and Qualifications Ireland (QQI) under the Qualifications and Quality Assurance (Education and Training) Act 2012.
- QQI Statutory QA Guidelines
    - QQI confers qualifications to learners who successfully complete Chevron

College programmes validated by QQI. Therefore, Chevron College must adhere to the following QQI guidelines Core Statutory Quality Assurance Guidelines and Sector Specific Independent/Private Statutory Quality Assurance Guidelines, and Topic Specific: Blended Learning Programmes Statutory Quality Assurance Guidelines for Providers of Blended Learning.

- European Standards and Guidelines (ESG)
    - As a Europe-based provider of higher education programmes and programmes leading to QQI awards, Chevron College adopts and adheres to the standards set forth in the 2015 European Standards and Guidelines (ESG), which serve as the benchmark for reputable Higher Education Institutions (HEIs).
- Irish Company Law
    - Irish company law outlines the College's adherence to the relevant laws and regulations applicable to Irish companies operating such as the Companies Act 2014.
- Quality Assessment for E-learning: A Benchmarking Approach
    - Chevron College is guided by European Association of Distance Teaching Universities (EADTU) 2016 publication Quality Assessment for E-learning: A Benchmarking Approach.

2.8.1 Internal QA Audits

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

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

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

2.9 Risk Management Policy (POL_02_RM)

2.9.1 POL_02_RM: Policy Table

POLICY DETAILS			
Policy Name:	Risk Management Policy		
Policy No:	POL_02_RM	**Version No:**	V1.0
Prepared by:	Management Board, Registrar		
Policy Owner:	Management Board, Director of Academic Affairs, Sales Director, College President, Operations Manager, Academic Council		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V1.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 1.0 was reviewed to align with the updated policy naming convention, but there was no name change as it was already 02.		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• Risk Management Process • Risk Categories Table • Risk Probability Table • Risk Impact Table • Risk Controls Table • Risk Ratings Table • Initial Risk Matrix • Residual Risk Matrix		
Related Policies (if	• Governance and Management of Quality Policy (POL_02_GMQ)		

any):	• Business Continuity Policy (POL_02_BC)

2.9.2 POL_02_RM: Purpose

The purpose of the Risk Management Policy is to outline the structures and processes in place to support informed decision making in relation to risk management.

2.9.3 POL_02_RM: Scope

The scope of this policy applies to academic, compliance, financial, operational, people/culture, reputational, and strategic functions.

2.9.4 POL_02_RM: Policy Statement

Effective risk management is a key objective for ensuring the success of the college and its associated stakeholders, and, as such, policies and procedures have been designed to ensure that there is systematic approach to the identification, assessment, mitigation, and review cycle of potential academic, financial, legal/regulatory, operational, people/culture, reputational, and strategic functions. The Management Board recognises that it is accountable for the effectiveness of the organisation's QA system. Therefore, the Board undertakes regular risk assessments (e.g., as part of a SWOT analysis), maintains a Risk Register, and ensures compliance with all legal responsibilities. These help to ensure that the organisation delivers its training and education services consistently, in line with learner and other stakeholder expectations and requirements. In particular, any risks in relation to the integrity of qualifications within Chevron's processes are considered with appropriate risk mitigation measures put in place.

2.9.5 POL_02_RM: Roles and Responsibilities

The Management Board have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy and is responsible for the maintenance, review, and updating of the Risk Register. The Risk Register is a standing agenda item for the Management Board with discussions informed by reports from the Academic Council, the Operations Committee, other sub-committees, and from individual people within the organisation as appropriate.

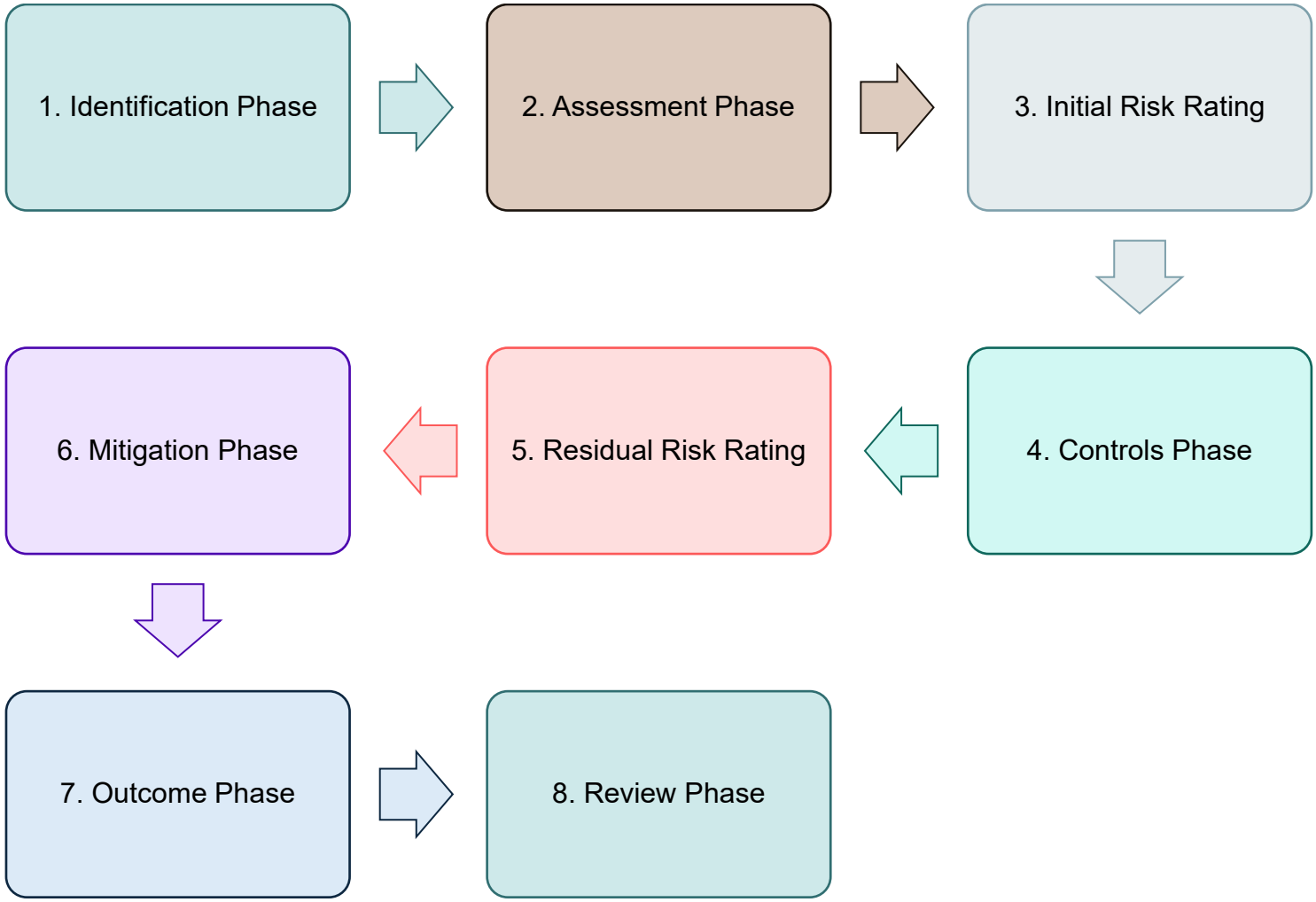

Figure 11: Risk Management Process

2.10 Risk Register

The Risk Register is used to record identified risks for Chevron College. The register is completed according to set phases which are outlined below.

1. **Identification Phase:**
    - Assign a risk reference number to the identified risk.
    - Allocated the identified risk to the primary risk category using the Risk Category Table. There may be some overlap of categories but select the most relevant one(s).
    - Include a high-level description of the identified risk.
    - Describe the most relevant potential causes and consequences of the identified risk.
2. **Assessment Phase:**
    - Determine the probability of the risk using the Risk Probability Table.
    - Determine the impact of risk using the Risk Impact Table.
3. **Initial Risk Rating (Risk Rating A):**
    - Determine the initial risk rating using the Risk Rating Table and Initial Risk Matrix.
    - Report the findings of the initial risk rating to the Senior Management Committee.
4. **Controls Phase:**
    - Identify and describe any current controls in place.
    - Determine the effectiveness of current controls using the Effectiveness of Controls Table.
5. **Residual Risk Rating (Risk Rating B):**
    - Determine the residual risk rating using the Risk Rating Table and Residual Risk Matrix.
    - Report findings of residual risk to the Senior Management Committee.
6. **Mitigation Phase:**
    - Determine and describe the actions needed to effectively mitigate against the identified risk.
    - Identify the person, people, and/or structure responsible for the mitigating action.
    - Identify a date that the mitigation action must be completed by.
7. **Outcome Phase:**
    - Assess the initial outcome and if the risk is determined to have been successfully mitigated, move to the Review Phase.

- If the risk is determined to not have been successfully mitigated, re-assess the proposed solutions, and repeat the risk register process until a successful outcome has been reached.

8. **Review Phase:**
   - The most appropriate review date will depend on the residual risk rating. If the risk is time sensitive, then review again sooner, otherwise set an appropriate review date.
   - Describe and communicate how the risk was successfully mitigated.

2.10.1 Risk Categories

Risk categories identify which division of the organisation is deemed to be the primary area(s) of risk. Due to the cross-functional nature of the functions of the college, there will be overlap of certain risks, but the primary area is selected as the core category.

RISK CATEGORIES		
Code	**Risk Category**	**Descriptor**
AC	Academic	Academic risks represent risks and disruptions to the learning environment of the college, the pursuit of academic ability and excellence, the policies and procedures relating to the TLA strategy, learner experience, etc.
CO	Compliance	Compliance risks represent risks from regulatory/legal bodies.
FI	Financial	Financial risks represent risks to the financial wellbeing of the college, resourcing, income, expenditure, investment, etc.
OP	Operational	Operational risks represent risks to the day-to-day running of the college from a non-academic perspective, maintenance of the premises, health and safety, IT infrastructure, etc.
PC	People and Culture	People and Culture risks represent risks to staffing, enrolment, the work environment, professional development, etc.
RE	Reputational	Reputational risks represent risks to the reputation of the college through a variety of lenses: internal staff, internal learners, potential applicants, third-party partners, social media, media, etc.

RISK CATEGORIES		
Code	**Risk Category**	**Descriptor**
ST	Strategic	Strategic risks represent risks to the high-level strategic goals of the college, is often a culmination of other risks identified within the college and is under the purview of the Board of Directors.

Table 03: Risk Categories

2.10.2 Risk Probability Table

The risk probability identifies the likelihood of the risk occurring and is determined based on an initial investigation of the nature of the risk in relation to English Language.

RISK PROBABILITY		
No.	**Level**	**Descriptor (examples only)**
1	Remote	May only occur in exceptional circumstances.
2	Unlikely	Expected to occur in a few circumstances.
3	Possible	Expected to occur in some circumstances.
4	Probable	Expected to occur in many circumstances.
5	Highly Probable	Expected to occur frequently and in most circumstances.

Table 04: Risk Probabilities Table

2.10.3 Risk Impact Table

The risk probability identifies how much of a negative impact the risk would potentially have on the organisation and is determined based on an initial investigation of the nature of the risk in relation to Chevron College. Some example descriptors have been included in the table below, but this is not an exhaustive list and have been included to identify the most common potential impacts to business.

IMPACT		
No.	**Level**	**Descriptor (examples only)**
1	Insignificant	• No disruption to service. • No impact on category risk area(s). • Compliant unlikely. • Litigation risk remote.
2	Minor	• Some minor disruption to service. • Slight impact on category risk area(s). • Complaint possible. • Litigation possible.
3	Moderate	• Some service disruption. • Some impact on category risk area(s). • Potential for adverse publicity (avoidable if careful). • Complaint probable. • Litigation probable.
4	Major	• Service significantly disrupted. • Major impact on category risk area(s). • Adverse publicity not avoidable (local). • Complaint probable. • Litigation probable.
5	Severe	• Service significantly disrupted for an extended period. • Severe impact on category risk area(s). • Major adverse publicity not avoidable (national). • Complaint guaranteed. • Major litigation expected. • Resignation of senior management and/or board. • Loss of beneficiary confidence.

Table 05: Risk Impact Table

2.10.4 Effectiveness of Controls Table

For risks that have already been identified, there are controls in place that mitigate the risk's probability of occurring and/or the impact of the risk to varying levels. These risks are covered by internal policies, processes, and/or procedures in addition to controls in place by Chevron College's external partners.

CONTROLS EFFECTIVENESS		
No.	**Level**	**Descriptor**
1	Ineffective	Current controls do not mitigate against the risk in any way. New policies and/or procedures must be implemented to effectively mitigate the risk.
2	Partially	Current controls are only able to partially mitigate the risk, so current processes will need to be reviewed and modified to varying degrees to be more fit-for-purpose.
3	Adequate	Current controls mitigate the risk to a large degree, but some minor adjustments could be introduced to mitigate further.
4	Fully	Current controls can fully mitigate the risk.

Table 06: Risk Controls Table

2.10.5 Risk Ratings Table

The risk rating identifies the severity level of the risk to the previously identified risk category.

RISK RATING		
No.	**Level**	**Descriptor**
1	Low	The level of risk is not considered to be serious and is currently manageable given current controls in place. Small modifications can be made to improve efficiency or to future-proof against risk.
2	Moderate	The level of risk is considered to have potential for disruption to the college and/or its stakeholders. Some modifications

RISK RATING		
No.	**Level**	**Descriptor**
		need to be made to ensure that the risk can be managed effectively and does not disrupt the college.
3	High	The level of risk is considered to have guaranteed disruption for the college and/or its stakeholders. Major modifications need to be made to ensure that the risk can be managed effectively and does not further disrupt the college.
4	Critical	The level of risk is considered to have a critical disruption for the college and/or its stakeholders and will affect the reputation of the college in the short to long term. Immediate modifications need to be made to ensure that the risk can be managed effectively and does not permanently disrupt the college.

Table 07: Risk Ratings Table

2.10.6 Initial Risk Matrix Table

The first matrix is the Initial Risk Rating Matrix, and it rates the severity of the risk without applying any of the controls currently in place (if any) by comparing the probability level of the risk against the impact level of the risk.

INITIAL RISK RATING MATRIX		**IMPACT**				
		Low	**Minor**	**Moderate**	**Major**	**Severe**
PROBABILITY	**Remote**	Low	Low	Low	Moderate	High
	Possible	Low	Low	Moderate	High	Critical
	Probable	Low	Moderate	Moderate	High	Critical
	Highly probable	Low	Moderate	High	Critical	Critical
	Active now	Moderate	High	High	Critical	Critical

Table 08: Initial Risk Matrix

2.10.7 Residual Risk Matrix Table

The second matrix is the Residual Risk Rating Matrix. This rates the severity of the risk after applying the relevant controls currently in place (if any) by comparing the initial rating of the risk against the expected effectiveness of controls in place.

RESIDUAL RISK RATING MATRIX		CONTROL EFFECTIVENESS			
		Fully	**Adequate**	**Partially**	**Ineffective**
INITIAL RISK RATING	**Low**	Low	Low	Low	Moderate
	Moderate	Low	Moderate	Moderate	High
	High	Moderate	Moderate	High	Critical
	Critical	Moderate	High	Critical	Critical

Table 09: Residual Risk Matrix

2.11 Business Continuity Policy (POL_02_BC)

2.11.1 POL_02_BC: Table

POLICY DETAILS			
Policy Name:	Business Continuity Policy		
Policy No:	POL_02_BC	**Version No:**	V1.0
Prepared by:	Management Board, Registrar		
Policy Owner:	Management Board, Director of Academic Affairs, Sales Director, College President, Operations Manager, Academic Council		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			

Previous Version No:	N/A	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	N/A		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• Risk Management Process • Risk Categories Table • Risk Probability Table • Risk Impact Table • Risk Controls Table • Risk Ratings Table • Initial Risk Matrix • Residual Risk Matrix		
Related Policies (if any):	• Governance and Management of Quality Policy (POL_02_GMQ) • Risk Management Policy (POL_02_RM)		

2.11.2 POL_02_BC: Purpose

The purpose of this policy and plan is to ensure Chevron College can maintain critical academic and administrative functions during, and recover from, major disruptions. It aligns with the College's Risk Register ensuring that continuity planning is supported by structured identification, categorisation, and mitigation of risks.

2.11.3 POL_02_BC: Scope

This plan applies to all operations of Chevron College, covering risks such as pandemics, conflict, natural disasters, cybersecurity incidents, reputational crises, and other emergencies that could impact delivery. Continuity risks are recorded, assessed, and monitored within the Risk Register.

2.11.4 POL_02_BC: Policy Statement

Chevron College is committed to ensuring the resilience of its academic, administrative, and support services so that learning and teaching can continue with minimal disruption even in the face of unexpected and severe challenges. Business continuity planning is not limited to rare, large-scale events such as pandemics, political instability, or natural disasters, but also

extends to more potentially frequent operational risks such as IT outages, cybersecurity incidents, data protection breaches, and loss of key staff whether temporary or permanent.

The college's approach to business continuity is guided by the Risk Register which ensures that continuity risks are identified, categorised (i.e., academic, compliance, financial, operational, people/culture, reputational, strategic), and assessed using defined probability and impact criteria. Mitigation strategies are developed in line with residual risk ratings, and outcomes are reviewed as part of the risk management cycle.

By embedding risk management into continuity planning, Chevron College ensures that:

- Learner experience and staff wellbeing are safeguarded.
- Data and digital systems are protected through secure, cloud-based solutions.
- Teaching and assessment can transition smoothly to alternative delivery platforms.
- Stakeholders remain informed through clear communication channels.
- Compliance with awarding and regulatory body requirements is maintained.

The College recognises that continuity is not only about immediate response but also about recovery and long-term improvement, with regular testing, reviews, and updates embedded into practice.

2.11.5 POL_02_BC: Roles and Responsibilities

The Registrar has overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

The Management Board holds accountability for risk oversight and ensures that the Risk Register informs continuity planning. The Management Board is responsible for activating the plan, allocating resources, and making strategic decisions during a disruption.

The Senior Management Team (i.e., Director of Academic Affairs, Dean of Education, Dean of Research and Ethics, and Registrar) play a key role in maintaining teaching and learner support continuity.

IT partners ensure the security and restoration of digital systems.

Programme Leaders and tutors are tasked with safeguarding academic standards during periods of disruption.

All staff are expected to implement continuity measures within their areas of responsibility, and learners are required to follow guidance issued to them and to engage with alternative delivery arrangements as needed.

The type of disruption will dictate which member of staff is responsible for delivering agreed timely and accurate communication to staff, learners, and stakeholders.

2.12 Business Continuity Plan

2.12.1 Critical Services

The following Risk Register categories are considered critical services:

- Academic delivery (teaching, assessments, learner supports).
- IT infrastructure (LMS, Teams, SharePoint, CRM, HR systems).
- Communication systems (email, website, phone).
- Administrative functions (enrolment, finance, HR, certification).
- Health, safety, wellbeing, and safeguarding supports.

2.12.2 Continuity Strategies

Academic Delivery: Teaching and assessment will continue through alternative modes where possible. If in-person delivery is disrupted, classes will transition to online platforms such as the LMS and Teams. If online delivery is disrupted (e.g., LMS outage, broadband failure, or system attack), alternative arrangements will be implemented, including use of backup platforms, recorded content distributed via secure cloud storage, email circulation of materials, and temporary paper-based/manual assessment submission where required. Flexibility in scheduling, deadlines, and assessment formats will be applied to minimise impact on learners. Tutors delivering face-to-face will be supported with online delivery tools as required.

IT Services: Due to the nature of remote working being the prevalent mode of work across the college, robust IT systems are central to operations. All critical platforms, including LMS, CRM, HR systems, SharePoint, and Teams, are hosted with backup and recovery solutions in place. In the event of an IT outage, failover systems and backup servers will be activated, and essential functions prioritised. If external platforms are unavailable for an extended period, staff will revert to offline processes (spreadsheets, manual enrolment lists, USB-based backups) until restoration. In the event of a cyber-attack or data breach, the IT Department will isolate systems, coordinate with vendors, and restore services while safeguarding data integrity.

Communication: Remote working requires reliable and multi-channel communication. Primary channels (email, LMS announcements, Teams) will be supported by secondary methods such as website updates, SMS alerts, and an emergency phone line if required. If digital platforms are unavailable, staff will revert to phone trees or other low-tech methods to ensure continuity of messaging. Communications will be frequent, concise, and consistent, keeping staff, learners, and external partners updated on the disruption and recovery measures.

Administrative Functions: All administrative functions, including enrolment, finance, assessment, support services, and certification, are managed remotely through cloud-based platforms. If access to these systems is disrupted, staff will revert to offline methods such as secure local spreadsheets, manual record-keeping, and data entry once systems are restored. Priority will be given to critical tasks such as payroll, learner registration, assessment, and certification. If third-party or contracted services are disrupted, alternative providers will be sourced or temporary manual processes introduced to minimise impact.

Wellbeing: Chevron College is committed to safeguarding the wellbeing of staff and learners during disruption. All learner services and supports, including academic guidance and pastoral support, are delivered online as part of the College's model. If online platforms are disrupted, support will continue through alternative channels such as email, phone, or secure file-sharing, with learners and staff signposted to external services where necessary.

2.12.3 Implementation Procedures for the Business Continuity Plan

Where there is a disruption to business, the steps below are followed:

1. Incident identified and reported to the Director of Academic Affairs.
2. Assessment by Management Board and/or Senior Management Team with reference to the Risk Register for categorisation, impact, and probability.
3. Activation of the business continuity plan by member of the Management Board or Senior Management Team.
4. Notification issued by delegated member of staff.
5. Implementation of relevant strategies by relevant staff.
6. Monitoring and adjustment by Management Board with ongoing updates recorded in the Risk Register.

2.12.4 Communication Tree

In the event of disruption, communication will flow from the initial identifier of the disruption to the Management Board and/or Senior Management Team who will then inform staff and learners of the strategy that will be implemented. The primary communication channels will be email and LMS announcements, supported by secondary channels such as website updates and phone calls. For urgent or emergency situations, SMS messages and direct calls will be used to ensure rapid dissemination of information.

2.12.5 Impact Recovery

- **Immediate:** Resume essential academic/administrative functions within two business days.

- **Short-Term:** Restore full learner supports and teaching within five business days.
- **Long-Term:** Conduct evaluation, implement improvements, and record mitigation outcomes in the Risk Register.

2.12.6 Testing and Review

1. Annual testing via scenario-based exercises with findings fed into the Risk Register.
2. Review and revise after each disruption in line with the risk management cycle.
3. Formal review every 12 months.

2.12.7 Continuity Risks Mapped to Risk Categories

Scenario	Primary Risk Category	Details
Pandemic (e.g., Covid-19)	Academic; Operational; People & Culture	Major disruption to teaching, assessments, and wellbeing.
Conflict / Political Instability	Strategic; Reputational; Academic	Risk to international learners, reputation, and continuity of delivery.
Natural Disasters / Emergencies	Operational; Strategic	Premises and IT access disrupted; requires rapid remote transition.
Cybersecurity Breach / Ransomware	Compliance; Operational; Reputational	Data breach, GDPR obligations, possible reputational damage.
IT or Systems Failure	Operational; Academic	Loss of LMS, CRM, or communications impacts delivery.
Loss of Key Staff / Skills Shortage	People & Culture; Academic	Risk of delivery gaps; succession planning critical.
Utility or Infrastructure Failure	Operational	Power, broadband, or building issues impact continuity.

Scenario	Primary Risk Category	Details
Financial or Funding Disruption	Financial; Strategic	Delayed funding, reduced enrolments, or resourcing gaps.
Reputational Risk / PR Crisis	Reputational; Strategic	Negative publicity affecting confidence and engagement.
Terrorism / Civil Unrest / Security Threats	People & Culture; Strategic; Reputational	Threats to safety and stability; potential evacuation or lockdown.
Transport Disruptions	Operational; Academic	Prevents access to in-person activities; mitigated by online delivery.
Third-Party / Supply Chain Failure	Operational; Strategic	Supplier, awarding body, or contractor failure affects services.
Data Protection or GDPR Breach	Compliance; Reputational	Breach of legal responsibilities with reputational impact.

Table 10: Continuity Risks Table

3 DOCUMENTED APPROACH TO QUALITY ASSURANCE

3.1 Policy Development, Monitoring, and Review Policy (POL_03_PDMR)

3.1.1 POL_03_PDMR: Policy Table

POLICY DETAILS			
Policy Name:	Policy Development, Monitoring, and Review Policy		
Policy No:	POL_03_PDMR	**Version No:**	V2.0
Prepared by:	Registrar, Director of Academic Affairs		
Policy Owners:	Registrar, Director of Academic Affairs, Operations Manager, Management Board, Quality Policy and Procedures Committee (QPPC), Academic Council, QA Coordinator, Programme Development Manager, Programme Leader(s)		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V2.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 2.0 was reviewed to align with the updated policy naming convention, but no change was made. Version V2.0 included a formalised policy table that outlines key metadata such as revision history, related documents, and associated policies. While Version V1.2 mentioned the Quality Policy & Procedures Committee as being most active during re-engagement, Version V2.0 elaborated on its operational role and reporting responsibilities to both the Academic Council and Management Board. Version V2.0 highlighted that compliance with		

	approved policies is mandatory and emphasised prompt communication of updates to all stakeholders, including a 14-calendar-day delay in policy enactment if needed.
RELATED ITEMS	
Related Internal Documents and/or External Information (if any):	• Blank Policy Template • Policy Development, Monitoring, and Review Process • Qualifications and Quality Assurance (Education and Training) Act 2012 • Core Statutory Quality Assurance Guidelines • Sector Specific Independent/Private Statutory Quality Assurance Guidelines • Topic Specific: Blended Learning Programmes Statutory Quality Assurance Guidelines for Providers of Blended Learning • 2015 European Standards and Guidelines (ESG) • Companies Act 2014 • Quality Assessment for E-learning: A Benchmarking Approach
Related Policies (if any):	• All policies

3.1.2 POL_03_PDMR: Purpose

The purpose of this policy is to outline the structure for the development, monitoring, and review of policies at Chevron College.

3.1.3 POL_03_PDMR: Scope

This policy will apply to all policies developed by and on behalf of Chevron College.

3.1.4 POL_03_PDMR: Policy Statement

Quality Assurance is not a static field and requires a commitment to regular monitoring and review of existing policies, processes, and procedures to ensure that they are fit for purpose and sustainable. New policies may arise from an identified gap arising from a review of current systems and structures, a suggestion from stakeholders and/or sectoral experts, or from a new, or an update to, an external compliance need.

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

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

Policies are developed and guided through relevant governance structures by the identified Policy Owner(s) before getting pre-approved by the Quality Policy and Procedures Committee (QPPC) and final approval by Academic Council (AC).

All policies that have been approved for inclusion within the QA Manual (QAM) must list the date it was approved by and the next review date. The review of the policy must be complete and presented within three calendar months of the listed review date. Should the need arise, an ad-hoc review of a policy may take place before the review date has been reached. The reviewed policy shall state the effective date on which it was approved and the new review date.

To become effective, all new policies and amendments to existing policies must be approved by the Academic Council. Once approved, compliance with a policy is mandatory and all relevant stakeholders are to be notified of changes immediately. Where immediate enactment of a policy will disadvantage learners or staff, QPPC can recommend for immediate communication of the upcoming changes to relevant stakeholders followed by a 14-calendar day delay in the enaction of the policy from the date of initial communication. In general, the responsibility for promoting compliance with a policy will rest with the Policy Owner(s) unless specified otherwise within the policy.

3.1.5 POL_03_PDMR: Roles and Responsibilities

The Registrar, the Director of Academic Affairs, the Dean of Education and the Operations Manager have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy and work with the QA team to develop, monitor, and review policies at Chevron College. The Registrar and the Director of Academic Affairs are responsible for the maintenance, review, and updating of academic quality assurance policies, processes, and procedures within the QA Manual. The Operations Manager and the Director of Academic Affairs is responsible for the maintenance, review, and updating of commercial and operational quality assurance policies, processes, and procedures within the QA Manual.

The appointed Policy Owner(s) (PO) is responsible for the drafting of new and revised policies, consulting with relevant parties, and for steering the policy through the college's relevant structures required for approval. Policies requiring approval by a related governance structure (e.g., Programme Committee) will be coordinated and distributed prior to the meeting by the PO or a delegated member of staff by the PO where they are unable to complete this function.

The Policy Owner(s) (PO) for each policy is responsible for reviewing that policy and ensuring that only the approved and current version of the policy is added to the Quality Assurance Manual (QAM) and accessible to relevant stakeholders.

The Quality Policy and Procedures Committee (QPPC) is responsible for the day-to-day implementation of QA within Chevron. It primarily reports to the Academic Council and provides additional feedback to the Management Board on any business and operations QA issues.

The committee is convened monthly by the Director of Academic Affairs and is most active during re-engagement and the implementation of new QA policies. Once the new QA policies are embedded, the committee's involvement in day-to-day quality management decreases.

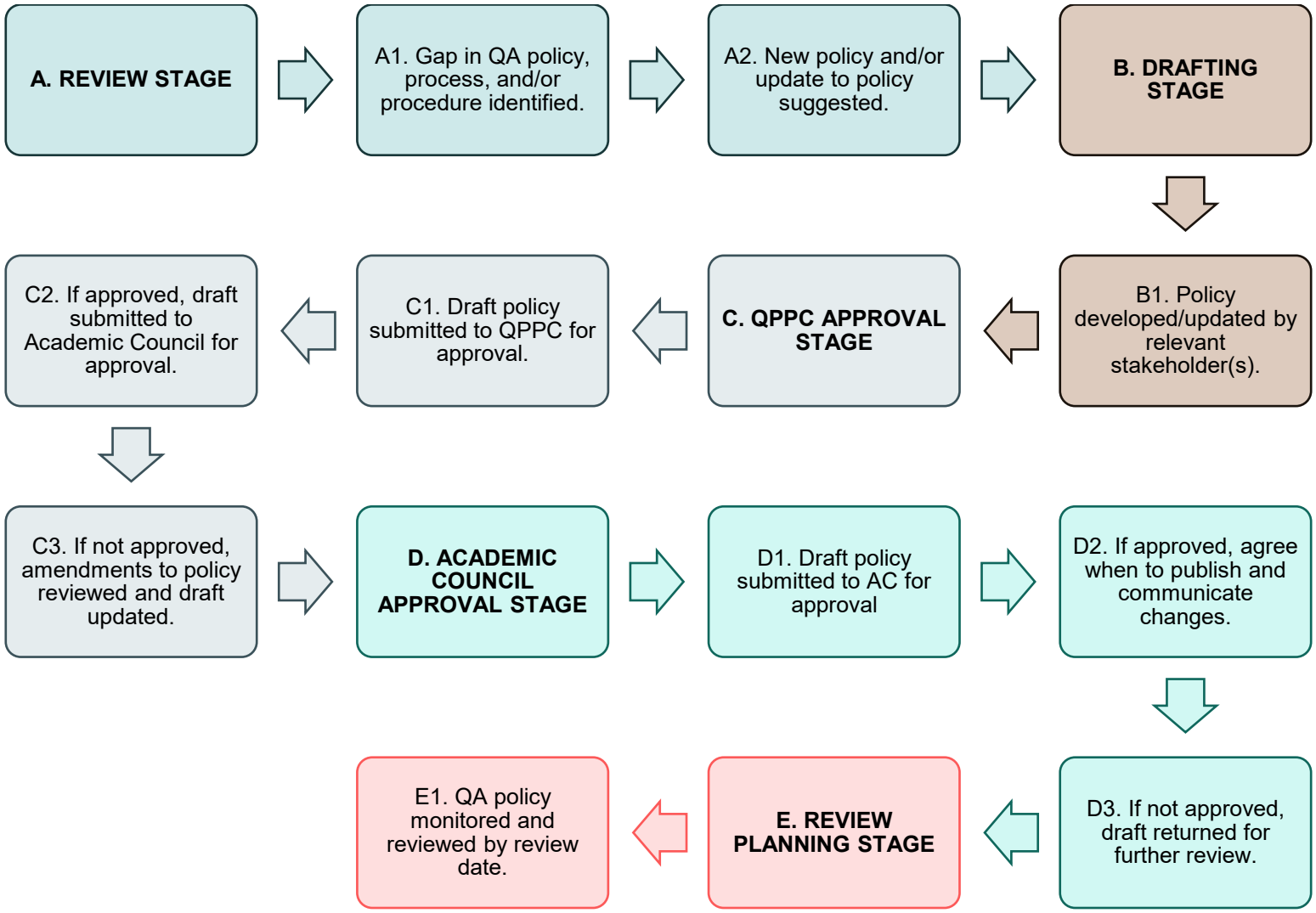

Figure 12: Policy Development, Monitoring, and Review Process

3.2 Policy Structure and Control Policy (POL_03_PSC)

3.2.1 POL_03_PSC: Policy Table

POLICY DETAILS			
Policy Name:	Policy Structure and Control Policy		
Policy No:	POL_03_PSC	**Version No:**	V1.1
Prepared by:	Registrar, Director of Academic Affairs, Operations Manager		
Policy Owner:	Registrar, Director of Academic Affairs, Operations Manager, Quality Policy and Procedures Committee (QPPC), Academic Council		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V1.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 1.1 uses the updated Policy No. naming convention. Changed from POL_04_PSC to POL_03_PSC. It simplifies the numerical system which originally went from “01” as the first policy to “36” as the final policy, and this numbering system has been replaced with a value that indicates which section in the QA Manual the policy belongs to. This was done to prevent changes of numbers within policies whenever a new policy was developed.		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• Blank Policy Template		

Related Policies (if any):	• All policies

3.2.2 POL_03_PSC: Purpose

This purpose of this policy is to define the processes by which Chevron College's policies are developed, approved, maintained, controlled, and reviewed. The policy development process should ensure that policies are:

a) developed appropriately.
b) reviewed to ensure it remains fit-for-purpose.
c) accessible to all relevant parties.
d) consistent with Chevron College's mission statement and vision.
e) compliant with applicable laws and regulations.
f) promote best practices.
g) updated when required.

3.2.3 POL_03_PSC: Scope

This policy will apply to all policies developed by Chevron College.

3.2.4 POL_03_PSC: Policy Statement

This policy has been developed to provide policy developers and reviewers guidance on the approved format and structure that must be followed. It also provides information on what each standard element in a policy document relates to.

Each policy must include the following sections:

- **Policy Table:** This table has three sections which must be filled in as appropriate.
  - **Policy Details:**
    - **Policy Name:** The title of the policy. It should be descriptive and clear.
    - **Policy No:** This indicates the numbering system that identifies the policy. It uses the text "**POL**" followed by an underscore "**_**" followed by the "**QAM section number**" followed by an underscore "**_**" followed by the "**first initial of the key word(s) in the policy title**" (e.g., **POL_3_PSG**).
    - **Version No:** This indicates the version/iteration of a policy in integer (whole number before the decimal point) and fractional (number after the decimal point) numerical order. Each successive draft of a policy is numbered sequentially from V0.1, V0.2, V0.3, etc. until a final version has been reached/approved. The first final iteration of a policy version

would be “V1.0”. Whenever a policy is revised, small changes will result in an update to the fractional number, e.g., V1.1, V1.2, etc., and significant changes will result in an update to the integer number, e.g., V2.0, V3.0, etc.

- **Prepared by:** This indicates the person, people, and/or structure responsible for drafting and revising the policy.
- **Policy Owner:** This indicates the person, people, and/or structures responsible for implementing and managing the policy.
- **Approval Date:** This indicates the date that the policy was approved, including reviewed and subsequently approved, by the Academic Council and/or the Academic Council Sub-Committee. This is not the date that the policy becomes an active policy. For minor changes, such as spelling changes or numbering, this will not be changed. For significant changes that affect the interpretation of the policy, this date will be updated.
- **Review Date:** This indicates a pre-determined date that the policy must be reviewed by to ensure that it is still fit-for-purpose. This is typically a year after the *approval date*, but it may be one year after the *live date* if there is a significant difference. This is not the date that the policy becomes an active policy. For minor changes, such as spelling changes or numbering, this will not be changed. For significant changes that affect the interpretation of the policy, this date will be updated.
- **Launch Date:** This indicates the date that communication for this policy will begin to the relevant stakeholders. There may be a period of a maximum of 6 months between the launch date of this policy and when it becomes a live and active policy. This is not the date that the policy becomes an active policy. For minor changes, such as spelling changes or numbering, this will not be changed. For significant changes that affect the interpretation of the policy, this date will be updated.
- **Live Date:** This indicates that this policy becomes live and is an active policy within Chevron. here may be a period of a maximum of 6 months between the launch date of this policy and when it becomes a live and active policy. This is not the date that the policy becomes an active policy. For minor changes, such as spelling changes or numbering, this will not be changed. For significant changes that affect

the interpretation of the policy, this date will be updated.

- **Revisions:**
  - **Previous Policy No:** This shows the previous policy number and is used to track the history of the policy. This can be useful where the numbering system has been updated or if existing policies have been merged, etc.
  - **Approved By / Date:** This indicates the person, people, or structure that approved the previous version of the policy. / This indicates the date that the previous policy was approved and live.
  - **Revision Description:** This is a high-level overview of the key changes that took place between full versions.
- **Related Items:**
  - **Related Internal Documents and/or External Information (if any):** This lists any flowcharts, forms, and/or templates that are directly relevant to this policy.
  - **Related Policies (if any):** This lists any existing, live policies that are directly relevant to this policy.

- **Purpose:** The purpose of a policy is to identify in clear language why the related policy has been developed.
- **Scope:** The scope outlines to whom this policy applies to.
- **Policy Statement:** A policy statement is a statement of intent which can be used to guide decisions within the organisation. It can assist in promoting compliance with applicable laws or regulations, best practice, ethical norms, pursuit of the organisation's mission, the reduction of risk, and/or in the promotion of efficiencies.
- **Roles and Responsibilities:** The person, people, or governing structure listed as next to "Prepared by" or "Policy Owner" for a specific policy shall be ordinarily responsible for the drafting, and redrafting, of the associated policy. The Roles and Responsibilities can also outline which relevant parties are to be used in consultation and development of the policy (including but not limited to subsequent versions of the selected policy). The responsibilities of the identified staff member(s) are outlined including lines of reporting for approval.
- Additional optional related sub-headings can be included as appropriate.

3.2.5 POL_03_PSC: Roles and Responsibilities

The Registrar, the Director of Academic Affairs, the Operations Manager, and the QPPC have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy. Initial non-final revised drafts of this policy are shared

between the Registrar, the Director of Academic Affairs, and the Operations Manager. The final revised draft version of this policy must be presented by the Registrar to the QPPC for approval.

3.3 Document Control

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

Very minor changes to a QA policy (e.g., fixing a typo, updating a reference, etc.) that requires a change in the version fractional number (e.g., V2.1 to V2.2) only require approval from the QPPC and/or the Registrar provided that the change is very minor. Changes to a QA policy that requires a change in the version integer number (e.g., V2.0 to V3.0) require approval from the QPPC and then the Academic Council and/or the Academic Council Sub-Committee.

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

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

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

- Changes in stakeholder requirements (e.g., new or emerging QQI guidelines).

- Operational feedback (both internal and external).
- Findings and recommendations arising from internal audits.

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

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

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

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

3.4 Equality, Diversity, and Inclusion Policy (POL_03_EDI)

3.4.1 POL_03_EDI: Policy Table

POLICY DETAILS			
Policy Name:	Equality, Diversity, and Inclusion Policy		
Policy No:	POL_03_EDI	**Version No:**	V1.1
Prepared by:	Registrar, EDI Committee, Director of Academic Affairs, Dean of Education, Human Resources		
Policy Owner:	Registrar, EDI Committee, Director of Academic Affairs, Dean of Education, Human Resources, Senior Management Committee, QPPC, Academic Council		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version	V1.0	**Approved By: /**	Academic Council /

No:		Date:	DEC 2025
Revision Description:	Version 1.1 uses the updated Policy No. naming convention. Changed from POL_05_EDI to POL_03_EDI.		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• EDI Glossary • HEA National Access Plan 2022–2028 • Employment Equality Acts, 1998 – 2015 • Equal Status Act, 2000 • Disability Act, 2005 • Institutes of Technology Act, 2006 • The Irish Human Rights and Equality Act 2014 • Gender Recognition Act, 2015 • United Nations Convention on the Rights of Persons with Disabilities, 2018 • HEA National Access Plan, 2022-2028		
Related Policies (if any):	• Grievance and Complaints Policy (POL_03_GC) • Learner Application and Admission Policy (POL_04_LAA) • Staff Recruitment and Selection Policy (POL_05_SRS)		

3.4.2 POL_03_EDI: Purpose

The purpose of this Equality, Diversity, and Inclusion (EDI) Policy is to articulate Chevron College's commitment to creating and maintaining an inclusive educational and working environment. It aims to ensure that all members of the college community are treated with respect and dignity, have equal opportunities, and are not discriminated against on the basis of protected characteristics. This policy is designed to promote understan6ding, respect, and appreciation for diversity within the college and to outline the expectations for behaviour and conduct in line with Irish legislation and best practices in higher education.

3.4.3 POL_03_EDI: Scope

This policy applies to all learners, faculty, staff, contractors, and visitors of Chevron College. It covers all college activities, including teaching, research, employment, and any services provided by and/or associated with the college.

3.4.4 POL_03_EDI: Policy Statement

At Chevron College, equality, diversity, and inclusion (EDI) is key to who we are. We believe that everyone deserves equal access to education and inclusive treatment while working for and studying with us regardless of age, civil status, disability, ethnicity, gender, religion, sexual orientation, socio-economic status, and/or membership of the Traveller community.

Our EDI policy aims to:

- Eliminate discrimination and promote equality of opportunity across all aspects of college life regardless of mode of delivery.
- Encourage and support diversity and inclusion in the curriculum, teaching methodologies, and research activities.
- Provide a safe, respectful, and supportive environment for all learners and staff.
- Implement targeted initiatives to support individuals from underrepresented and disadvantaged groups.
- Engage with the wider community to promote understanding and respect for diversity and inclusion.
- Ensure that recruitment, progression, and retention practices are fair, transparent, and advance equality of opportunity.

3.4.4.1 Core Values

Our core EDI values are:

- **Equitable Environment:** We strive to create an equitable, ethical, and inclusive work and learning atmosphere that promotes a sense of belonging for everyone. Our goal is to cultivate a community where diversity is embraced and equality flourishes.
- **Policy Implementation:** We are dedicated to designing and executing policies that bolster our commitment to equality, diversity, and inclusion.
- **Support and Initiatives:** We are committed to providing support and launching initiatives aimed at addressing existing inequalities ensuring a fair and welcoming environment for all stakeholders.
- **Positive Culture:** We endeavour to foster a positive culture at all levels within Chevron, nurturing our values, and engaging in open dialogue with all stakeholders to facilitate our collective growth.
- **Continuous Improvement:** Regular monitoring and review of our policies are paramount to ensure they embody best practices and comply with all EDI legislative requirements.

3.4.4.2 Reporting And Resolution Mechanisms

Chevron College establishes clear procedures for reporting instances of discrimination, harassment, or any EDI-related grievances. We ensure a prompt, fair, and confidential investigation process with appropriate actions taken to resolve reported issues.

3.4.4.3 Review And Communication

This policy will be reviewed annually to reflect emerging best practices and legislative changes. It will be widely communicated across the Chevron College community through various channels to ensure widespread understanding and adherence.

3.4.4.4 Learner Recruitment

Chevron welcomes diverse learners as we believe that a diverse cohort of learners serves to improve the quality of education and discussions. Any potential learner applying for a course at Chevron College will not be discriminated against in relation to access and participation in education under any or all the following protected characteristics as outlined by the Equal Status Act, 2000.

3.4.4.5 Reasonable Accommodations for Learners

An accommodation is an alteration of environment, curriculum format, assessment format, or equipment that allows an individual that is experiencing a disadvantage (e.g., a physical, intellectual, learning, cognitive, emotional, or medical disability) to gain access to content and/or complete assigned tasks that will remove any associated disadvantage they may have. Accommodations are different according to the needs of the individual and will typically need to be requested with evidence of disability in advance of the associated event. Chevron College aims to ensure that all learners have an equal opportunity for success.

3.4.4.6 Staff Recruitment

Chevron believes that having a diverse employee base is necessary to succeed both in an intercultural society and in the marketplace. The college will not discriminate against any prospective employee and will ensure that every decision of the recruitment process will be objective, based on unbiased merit, and the ability for the applicant to meet the post's requirements. Accommodations, where possible, will be offered to applicants with additional needs. Applicants will not be discriminated against in relation to access and participation in employment under any or all the following protected characteristics as outlined by the Employment Equality Acts, 1998 – 2015.

3.4.4.7 Staff Training and Development

Chevron will offer the same training and development opportunities to all staff, academic and administrative, to increase the level of service offered to all our stakeholders. Support will be offered to staff, where possible, with additional needs.

Staff will not be discriminated against in relation to access and participation in professional development under any or all the following protected characteristics as outlined by the Employment Equality Acts, 1998 – 2015.

3.4.4.8 Inclusive Teaching, Learning, And Research

At Chevron, we understand that teaching, learning and research is enhanced through the inclusion of learners and staff with a variety of backgrounds and experiences. When the diversity of a community is recognised and respected, then the members of that learning community are more likely to engage with learning/teaching and reach their potential. Chevron has and will continue to provide staff with Universal Design for Learning (UDL) training and digital badges to further embed an inclusive approach to teaching, learning, and research.

Chevron also recognise that equality doesn't happen through a single contact event or policy, so for EDI initiatives to be as successful as possible it must be a whole-of-institution approach. As a result, Chevron are committed to embedding EDI across different levels and structures within the college, such as:

- Programme, course, module, and curriculum design.
- Contact events (including lectures, tutorials, supervisory meetings, etc.).
- Practical sessions, placements, and fieldwork.
- Developing effective teaching and learning materials.
- Leveraging technology and support systems to support teaching, learning, and assessment (e.g., maths support, academic writing support, feedback loops, etc.).
- The design of spaces for teaching and learning.

It is important to note that developing an inclusive teaching and learning environment is not the sole responsibility of staff, as learners and all partner stakeholders need to actively engage with EDI practices to ensure that Chevron is an inclusive learning and work environment.

3.4.5 POL_03_EDI: Roles and Responsibility

The Registrar, the Director of Academic Affairs, the Dean of Education, and the EDI Committee have overall responsibility for the development, management, review,

implementation, and promotion of awareness of this policy. The final revised draft version of this policy must be presented by the Registrar to the QPPC for approval. Our college is unequivocally committed to embedding EDI values across all levels of the organisation and its operations and culture. An EDI Committee will oversee the implementation, monitoring, and review of EDI initiatives and policies. All members of Chevron College are expected to contribute to fostering an inclusive, respectful, and diverse environment.
See section 2.2.11 Equality, Diversity, and Inclusion Committee for further information.

3.4.6 Non-Compliance With EDI Policy

Where a complaint has been deemed to have relevance an ad-hoc meeting of the EDI Committee will be set. Membership of this ad-hoc meeting cannot have members related to the area of complaint (e.g., an admissions related EDI complaint will not have a member from the admissions team). This subcommittee is formed on an ad-hoc basis and must have a minimum of three voting members. The Registrar will be act as chair of the subcommittee but will not have voting rights and will not attempt to influence the decision-making process.

3.5 Grievance and Complaints Policy (POL_03_GC)

3.5.1 POL_03_GC: Policy Table

POLICY DETAILS			
Policy Name:	Grievances and Complaints Policy		
Policy No:	POL_03_GC	**Version No:**	V1.1
Prepared by:	Registrar, Director of Academic Affairs, Dean of Education, Dean of Research and Ethics, Programme Leaders, Human Resources		
Policy Owner:	Complaints Board, Registrar, Director of Academic Affairs, Dean of Education, Dean of Research and Ethics, Programme Leaders, Human Resources, QPPC, Academic Council		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version	V1.0	**Approved By: /**	Academic Council /

No:		**Date:**	DEC 2025
Revision Description:	Version 1.1 uses the updated Policy No. naming convention. Changed from POL_06_GC to POL_03_GC.		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• Complaints Process		
Related Policies (if any):	• Equality, Diversity, and Inclusion Policy (POL_03_EDI) • Safeguarding Policy (POL_03_SG) • Recheck, Review, and Appeals Policy (POL_06_RRA)		

3.5.2 POL_03_GC: Purpose

The purpose of this policy is to provide a clear, transparent, and accessible process for learners and staff at Chevron College to raise complaints in a manner that ensures fairness and confidentiality. Chevron College is committed to resolving complaints promptly and appropriately through both informal and formal processes.

3.5.3 POL_03_GC: Scope

This policy applies to all learners and staff at Chevron College and covers complaints related to:

- Academic matters
- Behavioural issues
- Discrimination or harassment
- Staff or learner conduct
- College services and facilities
- Any other issues affecting the learner or staff experience at Chevron College

3.5.4 POL_03_GC: Policy Statement

Chevron College encourages open communication to resolve issues quickly and effectively. Complaints can be handled through an informal or formal process depending on the nature and seriousness of the complaint. Both processes are designed to protect the rights and

dignity of the complainant and ensure that all complaints are treated in a confidential, impartial, and fair manner.

3.5.4.1 Informal Complaints Process

Where appropriate, Chevron College encourages learners and staff to resolve issues informally in the first instance. Many concerns can be addressed promptly and amicably through discussion between the parties involved. See Figure 13: Complaints Process for a visual overview.

- **Step 1**: The complainant should raise the issue directly with the individual(s) concerned, where possible, and attempt to resolve the matter through constructive dialogue.
- **Step 2**: If the complainant feels uncomfortable raising the issue directly or if no resolution is reached, they may approach an intermediary, such as a tutor, line manager, or HR representative, to assist in facilitating a resolution.
- **Step 3**: If the matter remains unresolved through informal discussions, the complainant may proceed to the formal complaints process.

3.5.4.2 Formal Complaints Process

The formal complaints process is designed to address issues that cannot be resolved informally or that are of a serious nature. All formal complaints must be submitted in writing, using the appropriate complaints form available from the College's Learning Management System (LMS), Student Information System (SIS), or HR.

Step 1: Submitting a Complaint

- The complainant must submit the formal complaint in writing, detailing the nature of the complaint, relevant facts, dates, and any supporting documentation.
- Complaints by learners should be directed to the **Registrar**. Staff complaints should be directed to **Human Resources** (HR).
- Complaints must be submitted within 20 working days of the issue arising.

Step 2: Acknowledgement and Investigation

- The Registrar or HR will acknowledge receipt of the complaint within five working days.
- An investigation will be conducted by an impartial investigator, which may include interviews with the complainant, the individual(s) against whom the complaint is made, and any relevant witnesses.

- The investigation will be completed within 20 working days where possible.

Step 3: Resolution and Outcome

- After the investigation, a decision will be communicated to the complainant and other relevant parties.
- If the complaint is upheld, Chevron College will take appropriate actions, which may include mediation, disciplinary action, or improvements to services.
- If the complaint is not upheld, the complainant will be provided with a written explanation of the reasons for the decision.

Step 4: Right to Appeal

- If the complainant is dissatisfied with the outcome of the formal complaints process, they may appeal the decision. Appeals must be submitted within 10 working days of the decision being communicated.
- Appeals will be reviewed by a panel, including members not involved in the original decision.
- The appeal outcome will be final.

3.5.5 POL_03_GC: Roles and Responsibilities

The Registrar, HR Manager, and the Director of Academic Affairs have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy and has executive responsibility for the management of complaints and for ensuring that it is conducted in accordance with Chevron's policy and procedures as agreed with national and international regulations and best practice.

The Complaints Panel is an ad-hoc independent group responsible for hearing appeals related to formal complaints.

The HR Managers manages complaints from staff and facilitates investigations into workplace issues.

Select senior management may be involved in resolving complaints within their respective departments.

3.6 Complaints Confidentiality

All complaints will be handled with the highest degree of confidentiality. Information will only be shared with those directly involved in resolving the complaint. Chevron College is committed to protecting the privacy and dignity of all parties involved in the complaints process, in compliance with data protection legislation.

3.7 Complaints Involving Discrimination or Harassment

Complaints that involve allegations of discrimination, bullying, or harassment will be handled under Chevron College's Equality Policy. These types of complaints will be given priority due to their sensitive nature, and appropriate support will be provided to both the complainant and the respondent during the investigation.

3.8 Anonymous Complaints

Anonymous complaints will not generally be considered unless there is sufficient information to allow for a proper investigation. Chevron College encourages complainants to provide their name and contact details to enable a full and fair investigation of the complaint.

3.9 Malicious or Falsified Complaints

Chevron College takes all complaints seriously; however, if a complaint is found to be malicious or falsified, it may result in disciplinary action against the complainant. This policy ensures that the complaints process is not misused or exploited.

3.10 Support and Guidance

Chevron College recognises that making a complaint can be a stressful experience. Learners and staff have the right to bring a support person (such as a colleague, union representative, or friend) to any meeting held as part of the complaints process. Chevron College will also provide access to counselling services or other support as appropriate during and after the complaints process.

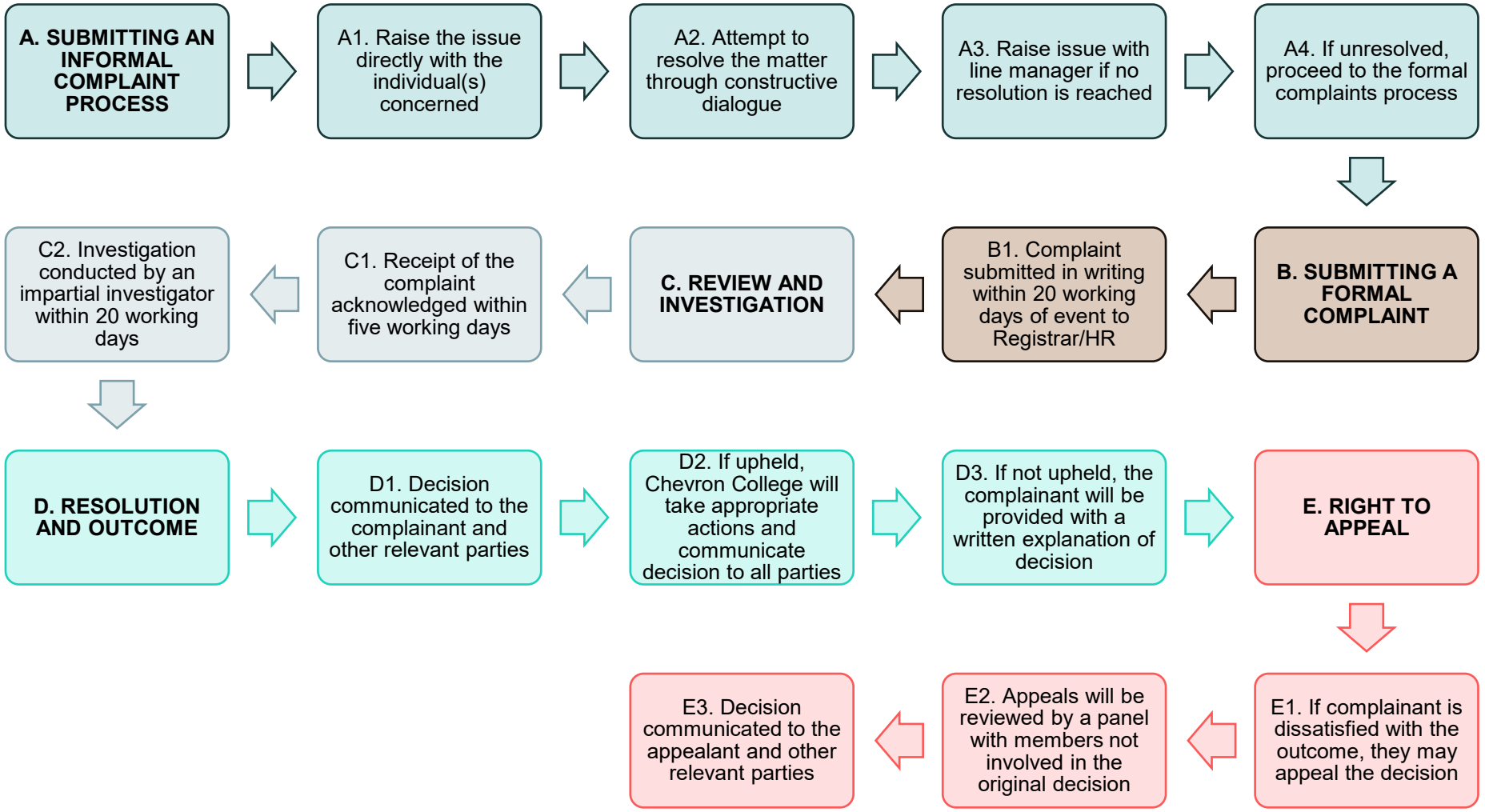

Figure 13: Complaints Process

3.11 Safeguarding Policy (POL_03_SG)

3.11.1 POL_03_SG: Policy Table

POLICY DETAILS			
Policy Name:	Safeguarding Policy		
Policy No:	POL_03_SG	**Version No:**	V1.1
Prepared by:	Registrar, Operations Manager, Director of Academic Affairs, Human Resources, Dean of Educations		
Policy Owner:	Complaints Board, Registrar, Operations Manager, Director of Academic Affairs, Human Resources, QPPC, Academic Council		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V1.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 1.1 uses the updated Policy No. naming convention. Changed from POL_07_SG to POL_03_SG.		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• Complaints Process • TUSLA's Child Protection Guidelines • Garda Vetting • College Charter		
Related Policies (if any):	• Equality, Diversity, and Inclusion Policy (POL_03_EDI) • Grievances and Complaints Policy (POL_03_GC) • Recheck, Review, and Appeals Policy (POL_06_RRA) • Work Experience and Placement Policy (POL_08_WEP)		

3.11.2 POL_03_SG: Purpose

The purpose of this policy is to provide a clear framework for ensuring the safety and protection of all learners, staff, and stakeholders at Chevron College, particularly those who are vulnerable or at risk. This policy outlines procedures for reporting safeguarding concerns, preventing abuse or exploitation, and ensuring that Chevron College remains a safe and supportive environment for everyone.

3.11.3 POL_03_SG: Scope

This policy applies to all learners, staff, contractors, and external partners associated with Chevron College. It focuses on the protection of:

- **Children**: Individuals under the age of 18.
- **Vulnerable Adults**: Individuals over the age of 18 who may be at risk due to mental or physical disabilities or other vulnerabilities.

3.11.4 POL_03_SG: Policy Statement

Chevron College is committed to providing a safe and supportive learning and working environments for all learners, staff, and stakeholders in face-to-face, blended, and fully online environments. The college has a zero-tolerance policy for any form of abuse, exploitation, discrimination, or harassment. The Safeguarding Policy ensures that appropriate measures are in place to prevent harm, and that clear reporting mechanisms are available to address concerns.

Chevron College will:

- Promote the welfare and safeguarding of all learners and staff including those participating in programmes remotely.
- Prevent the abuse and exploitation of vulnerable individuals across both physical and digital environments.
- Ensure that staff are trained to recognise and report safeguarding concerns, including those that may arise in online learning contexts (e.g., during video calls, in digital communications, or on learning platforms).
- Respond promptly and effectively to all reports of abuse, exploitation, or other safeguarding concerns, regardless of the learner's location or mode of participation.

3.11.4.1 Recognising Safeguarding Concerns

Safeguarding concerns may include:

- **Physical Abuse**: Inflicting physical harm on an individual.

- **Emotional Abuse**: Causing psychological harm through bullying, threats, or intimidation including via digital channels.
- **Sexual Abuse**: Any form of sexual contact or behaviour directed at an individual without their consent including inappropriate online conduct.
- **Neglect**: Failing to meet the basic needs of an individual, particularly those who are vulnerable including failure to provide reasonable support to remote learners.
- **Exploitation**: Taking advantage of an individual, particularly vulnerable individuals, for personal or financial gain.

3.11.4.2 Safeguarding Reporting Procedure

All staff and learners must remain vigilant and report any concerns related to safeguarding immediately. Chevron College has established a clear and confidential reporting procedure for handling safeguarding concerns arising in both physical and online learning environments.

3.11.4.3 Reporting Safeguarding Concerns

- Any staff member, learner, or third party who has a safeguarding concern must report it immediately to the Operations Manager.
- If the Operations Manager is unavailable, the report should be made to the HR Department or the Director of Academic Affairs.
- Reports can be made in person, via email, or through the College's secure reporting system. Remote learners are encouraged to use digital channels to report concerns promptly and confidentially.

3.11.4.4 Responding to Reports

- Upon receiving a report, the Operations Manager will initiate an investigation and take any immediate actions necessary to protect the individual at risk whether they are engaging with the College in person or remotely.
- All reports will be treated with strict confidentiality, and information will only be shared on a need-to-know basis.
- Where necessary, external agencies (e.g., social services, police) will be contacted to ensure the safety of the individual involved.

3.11.4.5 Record Keeping

- All reports of safeguarding concerns will be documented and securely stored by the Operations Manager, Director of Academic Affairs, and/or HR Department.

- Chevron College will maintain a safeguarding incident log to monitor the effectiveness of its safeguarding procedures and identify any areas for improvement.

3.11.5 POL_03_SG: Roles and Responsibilities

The Registrar and Operations Manager have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

The Director of Studies and Operations Manager are the primary point of contact for safeguarding concerns and are responsible for receiving reports, initiating investigations, and taking appropriate action.

The HR team supports the Operations Manager in maintaining safeguarding records, managing investigations, and ensuring compliance with safeguarding policies related to staff.

The Programme Leaders ensure that learners are aware of safeguarding policies and procedures and report any concerns to the Operations Manager.

All staff must report safeguarding concerns promptly and participate in safeguarding training.

All learners and partner stakeholders are encouraged to report any safeguarding concerns and seek support where necessary.

4 PROGRAMMES OF EDUCATION AND TRAINING

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

4.1 New Programme Development Policy (POL_04_NPD)

4.1.1 POL_04_NPD: Policy Table

POLICY DETAILS			
Policy Name:	New Programme Development Policy		
Policy No:	POL_04_NPD	**Version No:**	V2.2
Prepared by:	Director of Academic Affairs, Registrar, Dean of Education, Programme Leader(s)		
Policy Owners:	Academic Council, QPPC, Management Board, Director of Academic Affairs, Programme Development Manager, Programme Leader(s), Programme Team(s)		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V2.1	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 2.2 includes reference to the Programme and Module Design Framework and Programme Design Checklist. Version 2.1 uses the updated Policy No. naming convention of using the chapter number instead of a chronological numbering system. Changed from POL_08_NDP to POL_04_NPD.		
RELATED ITEMS			

Related Internal Documents and/or External Information (if any):	• New Programme Concept Approval Form • New Programme Development Model • Programme and Module Design Framework • Programme Design Checklist • New Programme Design and Development Process • PDCA Approach to New Programme Development • Quality assurance guidelines for providers of blended and fully online programmes • Qualifications and Quality Assurance (Education and Training) Act 2012 • Core Statutory Quality Assurance Guidelines • Sector Specific Independent/Private Statutory Quality Assurance Guidelines • Topic Specific: Blended Learning Programmes Statutory Quality Assurance Guidelines for Providers of Blended Learning • 2015 European Standards and Guidelines (ESG) • Assessment OF Learning, Assessment FOR Learning, and Assessment AS Learning
Related Policies (if any):	• All policies

4.1.2 POL_04_NPD: Purpose

This policy outlines the approach to the development and approval of all programmes, both new and revalidated, at Chevron College including face-to-face, blended, and fully online programmes.

4.1.3 POL_04_NPD: Scope

This policy will apply to all programmes of education and training developed by, delivered by, and/or in collaboration with Chevron College.

4.1.4 POL_04_NPD: Policy Statement

Chevron College is committed to the development of sustainable, comprehensive, and well-developed programmes that meet the needs of learners while ensuring they are in line with relevant national and international compliance standards and best practice in the industry. Programmes recommended for potential inclusion are developed based on the academic

value to future learners in combination with thorough market research to ensure that any new programme is the right fit for the college and vice versa.

All programmes developed, including existing programmes under review and/or up for revalidation, will be required to use the Programme and Module Design Framework and associated Programme Design Checklist.

Programmes are developed and reviewed to ensure that they:

- Meet validation body requirements.
- Meet the course specification, learning outcomes and standards for the award.
- Meet the emerging needs of learners, the economy, and society.
- Offer suitable learning and progression paths for a diverse range of learners.
- Ensure continuous improvement to meet national quality standards.
- Provide alternative support systems and learning environments for learners in blended and online learning.
- Maximise flexibility and accessibility for learners.
- Meet the criteria set out in the Programme and Module Design Framework.

4.1.5 POL_04_NPD: Roles and Responsibilities

The Director of Academic Affairs, the Dean of Education, the Programme Leader(s), the Programme team, the Quality Policy and Procedures Committee (QPPC), the Registrar, the Management Board, and the Academic Council have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

All staff involved in the development, design, and redesign of programmes which have online elements, i.e., fully online and/or blended, will be required to have completed the mandatory online programme development training pathway (or equivalent). All staff involved in the delivery of programmes with online elements, i.e., blended and/or fully online, will be required to have successfully completed the mandatory digital pedagogy training pathway (or equivalent).

The development of materials for Chevron's programmes is a collaborative, team-based process involving expertise from various College functions. The planning process incorporates inputs from relevant programme teams, learner support teams, external partners, learners, alumni, and industry experts.

4.2 Programme Development Process

4.2.1 Needs Identification

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

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

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

4.2.2 Strategy and Planning for Blended and Fully Online Learning

Chevron delivers most of its programmes through blended and online modalities. When designing, establishing, evaluating, maintaining, and reviewing quality assurance (QA) policies and procedures, the College follows the guidelines set out by QQI for providers of blended learning programmes and ensures that any programmes proposed for either modality is fully compliant with our own internal Programme and Module Design Framework. Chevron's policies on fully online and blended learning aligns with the College's strategic vision for academic quality, growth, and innovation.

Chevron's programmes offer a unique, dynamic, and highly tailored blend of learning, designed to place learners at the centre of a culture of excellence and innovation. We recognise the opportunities that new technologies offer and will monitor and examine pedagogical developments in online provision and emerging technologies to inform our delivery, policy, and processes. Our blended learning policy will be continuously evaluated

and updated regarding developments in digital teaching, learning, and assessment. While we embrace innovation, we are aware that this presents new challenges, so our blended learning programmes will be supported by robust QA processes to ensure consistent high-quality delivery for learners and protect the academic standards and integrity of the programmes. Additionally, Chevron has strengthened its ability to support staff and learners in a fully online environment through fully remote programmes offered outside of QQI.

This applies to all programmes validated for delivery by QQI through blended and/or fully online modalities. It should be used by all stakeholders involved in the development, delivery, support, and monitoring of blended and fully online learning programmes.

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

Each Programme Leader will manage their programme in line with validation requirements, monitoring the quality of teaching, learning, assessment, and the learner experience, and addressing any emerging issues. They will provide specialist support to programme teams on using pedagogical processes and appropriate tools approved by the College to provide technology-enhanced learning. All staff involved in the delivery of programmes with online elements, i.e., blended and/or fully online, will be required to successfully complete the mandatory digital pedagogy training pathway.

Instructional materials for Chevron's programmes will be developed according to the CO-CREATES model of instructional design devised by the College in 2021 as part of its Teaching, Learning, and Assessment (TLA) Strategy (2021-2026). This model provides strategic direction and leadership in teaching, learning, and assessment within Chevron College and aims to enhance the College's capability to design and deliver agile Higher Education degree programmes.

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

- Leverage existing structures to create deeper engagement, with learners as partners in a shared virtual learning community.
- Quality assures the overall learning experience.
- Create sustainable approaches to teaching and learning.

Chevron College ensures all programme content and associated materials undergo a rigorous review and testing process prior to deployment as part of its overarching quality assurance framework. This process is integral to ensuring materials are accurate, clear, accessible, and pedagogically sound, while also aligning with programme learning outcomes and validation requirements.

Testing and review are conducted collaboratively by senior academic staff, tutors, and, where appropriate, programme administrators. These internal reviewers assess materials for technical functionality, instructional clarity, accessibility, and alignment with Chevron's constructivist based CO-CREATES instructional design model. In addition, external panel members are granted access during formal programme reviews to evaluate the functionality and presentation of materials within the College's Learning Management System (LMS), and to verify that they meet both technical and pedagogical standards.

For further information see the Teaching and Learning Policy (POL_05_TL) and the Fully Online Teaching and Learning Policy (POL_05_FOTL).

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

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

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

4.2.3 Preliminary Approval of Business Case

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

The Director of Academic Affairs, QA Coordinator, Programme Development Team, and relevant Programme Leader will carry out the initial work in this area. Any proposal put forward for approval must demonstrate that the factors outlined in Figure 14: The Programme Design and Development process have been considered.

4.2.4 Programme Development Team

Once preliminary approval has been granted by the Management Board and Academic Council, a Programme Development Team (PDT) will be convened and tasked with designing the programme structure, delivery, and assessment methodologies. The PDT's work covers:

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

The Programme Development Team (PDT) will be responsible for defining the appropriate ratio of blended delivery in line with validation requirements and identifying the programme's technical requirements. Programme Development Teams are provided with the Programme Design Checklist to confirm that they have met the criteria set out in the Programme and Module Design Framework.

All staff involved in the development, design, and redesign of programmes which have online elements, i.e., fully online and/or blended, will be required to have completed the mandatory online programme development training pathway (or equivalent). All staff involved in the delivery of programmes with online elements, i.e., blended and/or fully online, will be required to have successfully completed the mandatory digital pedagogy training pathway (or equivalent).

As part of the programme development process:

- There will be planned collaboration between academic and other support and specialist staff involved in designing learning technologies and other methodologies supporting blended learning.
- The PDT will be provided with guidelines on Chevron's policies, frameworks, systems, hardware, and processes, with planned opportunities to test evolving technologies.

- The PDT will work with Dean of Education to provide additional information and support to all colleagues on matters of copyright, intellectual property, open-source, and creative commons licensing.
- The effectiveness of learning resources and the learning environment will be considered.
- All media and open education resources will be quality-checked by the PDT, Programme Leaders, and lecturers/tutors to ensure they are relevant to the programme's learning outcomes and meet quality standards.
- All materials and media used for online learning will undergo peer review at one or more draft stages allowing for feedback to be incorporated into subsequent and final versions.
- Any online learning elements will have their delivery systems tested and signed off in advance by the PDT with confirmation that appropriate technical support and contingency plans are in place.

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

The Programme Development Team will work with the Programme Leader to address intellectual property rights and software licensing issues in the development and delivery of blended learning. Chevron will retain the intellectual property rights and copyright of content created by staff for use on Chevron's programmes unless otherwise stated. This will be clearly articulated in Staff Contracts and in the Staff Handbook.

A full draft of the programme document for all programmes will be reviewed by an appropriately qualified expert. This feedback will inform revisions or enhancements to the proposed programme by the Programme Development Team before submission to the QPPC. All programme documentation will then be reviewed by the QPPC first and then Academic Council, followed by a review by the Management Board. This provides final approval before submitting the QQI validation application. The report of the external subject

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

4.3 Programme and Module Design Framework (PMDF)

4.3.1 Framework Overview

This framework provides clear and practical guidance to support staff when proposing, designing, delivering and revalidating programmes and modules in the appropriate modality: in-person, blended (synchronous/asynchronous), and//or fully online. It ensures that modality decisions are compliant with quality assurance expectations, evidence-informed, learner-centred, operationally feasible, and consistent with Chevron College's governance and programme development processes. See Chevron's New Programme Development Policy (POL_04_NPD) for further details. The framework is aligned with national statutory requirements, QQI quality assurance guidelines, and good practice for digital education.

Programme Development Teams are provided with the Programme Design Checklist to confirm that they have met the criteria set out below.

4.3.2 Modalities Defined

Chevron understands that clarity around each delivery modality is essential for cohesive and responsible programme design. Using this framework, programme teams can select an approach that aligns with the most appropriate pedagogical needs, learner expectations and any applicable regulatory requirements, while ensuring consistency across programme documentation. The definitions below emphasise that both synchronous and asynchronous components are structured teaching and learning activities that contribute to learner achievement of programme and module learning outcomes.

- **In-Person/Face-to-Face:** Teaching and learning occur primarily through face-to-face, on-site sessions, supported by supplemental digital learning resources (e.g., readings, activities, recordings or structured tasks provided in the LMS).
- **Blended:** A purposeful combination of in-person teaching and learning and a mix of synchronous online teaching and learning and/or asynchronous online teaching and learning. Blended design requires intentional pedagogical integration, so that activities in each mode support, reinforce, and extend learning across the others.
- **Fully Online:** All teaching and learning take place online through a mix of synchronous (e.g., live, scheduled, interactive sessions) and/or asynchronous (e.g., self-directed, structured engagement with materials and tasks) methods. Learners must be able to achieve all intended learning outcomes without any required on-site

attendance.

- **Synchronous Components:** Real-time online teaching and learning activities such as live webinars, seminars, demonstrations, tutorials, collaborative exercises and facilitated discussions. These components prioritise interaction, immediate feedback, active engagement, and peer collaboration.
- **Asynchronous Components:** Structured online teaching and learning activities completed by learners at their own pace within defined timeframes. These components include digital learning objects, micro-lectures, readings, reflective tasks, knowledge checks, scaffolded activities, discussion-board engagements, and practice-based assignments.

4.3.3 Core Principles

The principles below establish the foundational standards that all modality decisions must follow, ensuring that programme design remains pedagogically robust, equitable, compliant and sustainable for both learners and staff.

- **Learning-Outcomes Led:** The chosen modality must enable effective achievement of MIPLOs and MIMLOs across knowledge, skill and competence domains.
- **Consistency with NFQ Standards:** Programme and module design must align with award standards and professional-body requirements.
- **Evidence-Based Design:** Decisions must be based on learner profile, workload mapping, infrastructural capacity, and curriculum requirements.
- **Equity, Accessibility and Inclusion:** No learner should be disadvantaged by modality due to disability, digital literacy, location, socioeconomic factors, and/or study patterns.
- **Pedagogical Coherence:** Synchronous online, asynchronous online, and in-person activities must be intentionally integrated.
- **Regulatory and QA Compliance:** Must comply with QQI, ESG, GDPR, and internal Chevron policies.
- **Operational Feasibility:** Chosen modality must be sustainable in staffing, timetabling, supports, digital content, placement coordination, admin capacity, and technology.
- **Learner Transparency:** Learners must receive accurate modality information at recruitment, offer, induction and throughout the programme.

4.3.4 Regulatory, Legislative and Standards Basis

Modality decisions must align with the following (as applicable):

Irish Legislation and Regulation

- QP10 - Policy on quality assurance guidelines
- QP11 - Policy and criteria for making awards
- QP12 - Policy for determining awards standards
- QP17 - Policies and criteria for the validation of programmes of education and training
- QP20 - Policy restatement - policy on criteria for access, transfer and progression in relation to learners for providers of further and higher education and training
- QG1 - Statutory quality assurance guidelines developed by QQI for use by all providers
- QG2 - Quality assurance guidelines for private and independent providers
- QG6 - Quality assurance guidelines for research degree programmes
- QG8 - Quality assurance guidelines for providers of blended and fully online programmes
- National Framework of Qualifications (NFQ) award standards
- Disability Act 2005
- Equal Status Acts
- Professional/sectoral requirements (Tusla/ELC, social care, teaching, counselling, healthcare, safeguarding)

European and International References

- ESG Standards for Quality Assurance in the EHEA
- Universal Design for Learning Guidelines (CAST)
- GDPR (Articles 5, 32)
- EU Digital Education Action Plan (2021–2027)
- EU AI Act (2024)
- Assessment OF Learning, Assessment FOR Learning, and Assessment AS Learning (National Forum for the Enhancement of Teaching and Learning in Higher Education)

Chevron College's QA Policies

- (POL_04_NPD) New Programme Development Policy

- (POL_04_CMD) Change of Mode of Delivery Policy
- (POL_05_TL) Teaching and Learning Policy
- (POL_05_FOTL) Fully Online Teaching and Learning Policy
- (POL_06_AOL) Assessment of Learners Policy
- (POL_06_AIN) Academic Integrity Policy
- (POL_12_SEMR) Self-Evaluation, Monitoring and Review Policy

4.3.5 Programme Outcomes

Clear alignment between learning outcomes and delivery mode is crucial to ensure that every learner can achieve the intended knowledge, skills and competences regardless of whether the programme is offered in-person, blended, or fully online.

- Programmes must demonstrate that the chosen modality is appropriate for the nature of the learning outcomes.
- Programme duration and credit allocation must be suitable for the selected mode and supported by transparent workload mapping.
- Programme learning outcomes must be fully achievable within the proposed modality, including for fully online learners who have no on-site requirements.
- Design must be based on learner-centred principles and informed by good practice in digital pedagogy.
- Programme Development Teams (PDT) must include a suitable mix of subject expertise, learning design, educational technology, IT, library, and learner support.
- Resource planning must include budget, production support, time for digital content development and ongoing updating.
- Programme teams must use approved institutional templates and minimum digital standards to ensure consistency across the Virtual Learning Environment (Moodle, Teams, etc.).

4.3.6 Learning and Curriculum Design

Effective curriculum design ensures that in-person, blended, and fully online learning experiences are structured, interactive, and aligned with intended outcomes, enabling learners to engage successfully regardless of delivery mode.

- Curricula must be designed in line with learner-centred principles and informed by good practice in digital education.
- Chevron’s instructional design model, CO-CREATES, must guide alignment between learning outcomes, teaching activities, and assessment.

- Teaching, learning, and assessment methods must be fit-for-purpose for the selected modality.
- The curriculum must intentionally support engagement, collaboration, and interactivity between learners, teachers, peers, and learning materials.
- Synchronous online sessions must be structured around active learning principles.
- Asynchronous materials must be designed to be interactive, accessible, and clearly structured.
- Digital materials and resources must be accessible, based on Universal Design for Learning (UDL) principles and pedagogical purpose, and consider the use of open educational resources (OER).
- Learner workload must be explicitly calculated and appropriate for NFQ level, duration and credit.
- Administrative information must describe expectations for synchronous attendance, asynchronous engagement, scheduling and participation.

4.3.7 Learning Materials and Resources

Learning materials must be accessible, interactive, and well-supported, so that learners can engage effectively in all modalities and overcome barriers related to geography, technology, or individual needs.

- Identify the digital tools and content formats needed for the programme or module.
- Ensure staff know what institutional supports exist for sourcing or developing learning materials.
- Integrate varied media purposefully to promote active learning.
- Apply accessibility and UDL principles when selecting or designing materials.
- Use and adapt OER appropriately where appropriate.
- Test materials to confirm reliable access across devices and internet conditions.
- Peer review digital materials to assure accuracy, accessibility and quality.
- Indicate the expected learner time commitment for core and supplementary resources.
- Establish a clear process for reviewing and updating digital content over time.

4.3.8 Assessment and Feedback

Assessment practices must remain fair, secure and academically rigorous in all modalities, so that learners can demonstrate authentic achievement of learning outcomes.

- Assessment must reflect Assessment OF Learning, Assessment FOR Learning, and Assessment AS Learning.

- A variety of formative and summative tasks must be used to support achievement of programme learning outcomes.
- Digital tools may be used where they enhance assessment quality and integrity.
- Assessment methods must map transparently to intended outcomes.
- Assessment design should incorporate authentic assessment principles, requiring students to demonstrate meaningful application of skills and knowledge in contexts that mirror professional practice.
- Shorter volumes of learning must still be appropriately challenging.
- Electronic submission and feedback protocols must be consistent.
- Assessment must follow institutional policies for security, confidentiality and data handling.
- Academic integrity requirements, including the management of risks relating to plagiarism, contract cheating, and AI-generated content must be upheld.
- Assessment sequencing must consider cultural factors for international learners (e.g., religious holidays).

4.3.9 Evaluation and Continuous Improvement

Ongoing evaluation is essential to maintaining high standards in digital and blended learning, ensuring that programmes evolve in response to evidence, learner feedback and emerging good practice.

- Programme teams must follow institutional processes for evaluation and continuous improvement.
- Teams must understand the availability and appropriate use of learning analytics.
- Retention, engagement and completion data must be monitored with timely intervention for learners at risk.
- Learner evaluation data must be collected, analysed, and reported back to staff and learners.
- Examples of good practice must be shared across programme teams.
- Evaluation processes may include specialist expertise in digital learning.
- Cyclical evaluation must include feedback from learners, graduates, employers, and other stakeholders.
- Programme teams may conduct approved innovation pilots and pedagogical research.
- Engagement with external providers and professional bodies is encouraged to support benchmarking and good practice development.

4.3.10 Module-Level Modality Criteria

Module-level modality criteria ensures that each individual module is scrutinised, so that its learning outcomes, content, assessment approach, and learner support needs can realistically be met in the proposed mode of delivery which may be different from other modules within the same programme.

- The suitability of the modality for the module learning outcomes.
- The nature of content, including theoretical, skills-based, collaborative or reflective components.
- Assessment integrity and mechanisms for identity verification.
- Feasibility of asynchronous learning design with clear structure and accessible materials.
- Learner support needs including digital skills, office hours and check-ins.

4.3.11 Default Modality Guidance

Default modality guidance offers programme teams a reasoned starting point for selecting modes for common module types, helping to promote consistency and avoid ad hoc or purely preference-based decisions across programmes.

- **Knowledge or theory modules:** Typically, suitable for online or blended delivery, including asynchronous formats.
- **Collaborative or discursive modules:** Blended delivery with synchronous online components to support interaction.
- **Skills-based modules:** Blended with in-person components unless validated simulation is available.
- **Placement and practice modules:** In-person delivery for required practice hours, with online preparation and reflection.
- **Capstone and research modules:** Blended or online depending on supervision arrangements.

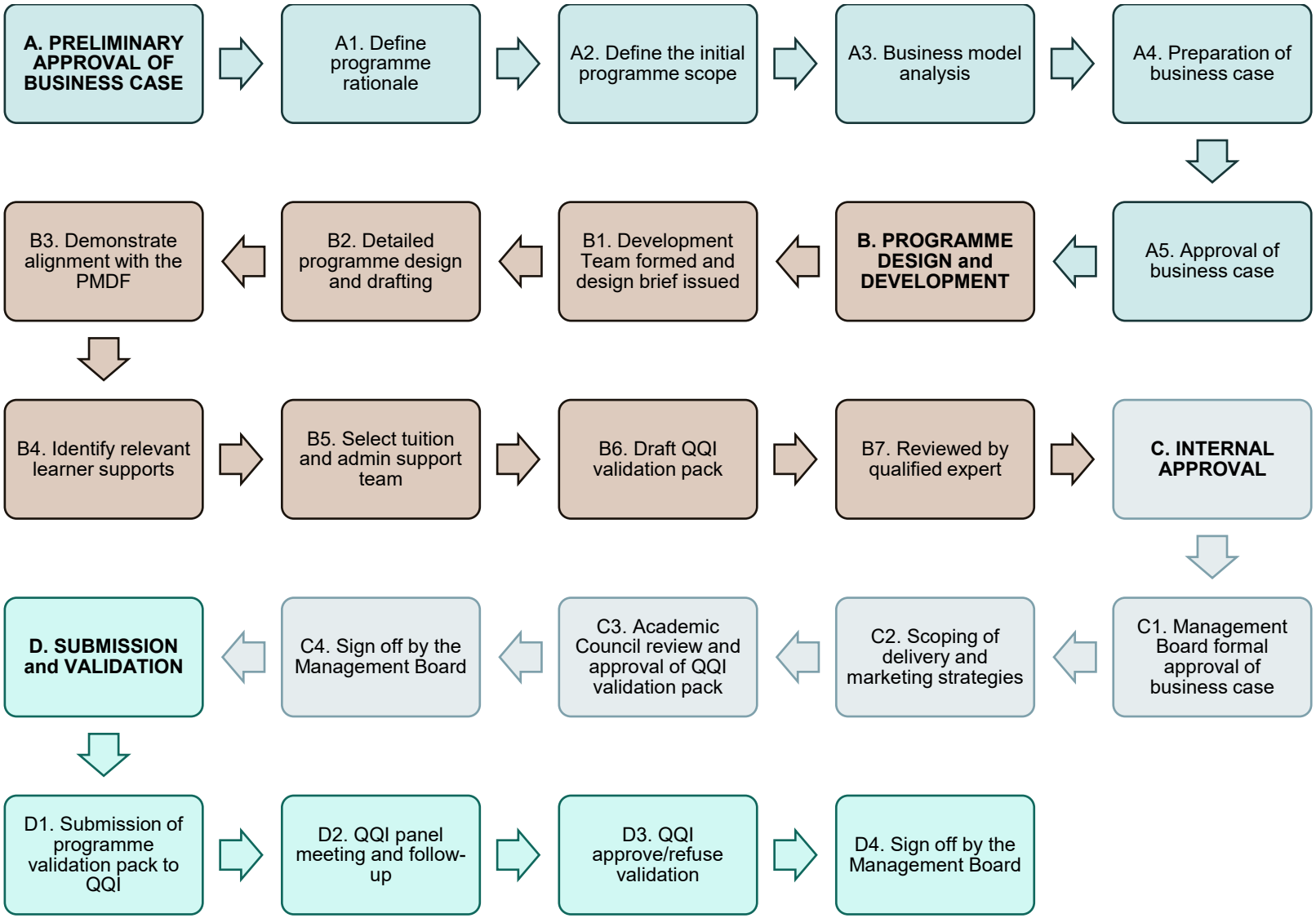

Figure 14: Programme Design and Development Process for QQI Programmes

4.4 Change of Mode of Delivery Policy (POL_04_CMD)

4.4.1 POL_04_CMD: Policy Table

POLICY DETAILS			
Policy Name:	Change of Mode of Delivery Policy		
Policy No:	POL_04_CMD	**Version No:**	V1.0
Prepared by:	Director of Academic Affairs, Registrar, Dean of Education, Programme Leader(s)		
Policy Owners:	Academic Council, QPPC, Management Board, Director of Academic Affairs, Programme Development Manager, Programme Leader(s), Programme Team(s)		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	N/A	**Approved By: / Date:**	Academic Council / APR 2025
Revision Description:	N/A		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• New Programme Concept Approval Form • New Programme Development Model • New Programme Design and Development Process • Programme and Module Design Framework • PDCA Approach to New Programme Development • Qualifications and Quality Assurance (Education and Training) Act 2012 • Core Statutory Quality Assurance Guidelines • Sector Specific Independent/Private Statutory Quality		

	Assurance Guidelines • Topic Specific: Blended Learning Programmes Statutory Quality Assurance Guidelines for Providers of Blended Learning • 2015 European Standards and Guidelines (ESG) • QQI Programme Validation page • Change of Mode of Delivery Form
Related Policies (if any):	• All policies

4.4.2 POL_04_CMD: Purpose

This policy sets out Chevron College's formal requirements for managing a change in the mode of delivery of a programme, whether from in-person to blended, from blended to fully online, or (with caveats) directly from in-person to fully online. It applies to existing QQI-accredited programmes. The policy ensures academic integrity, appropriate learner support, and strategic alignment in all delivery modes.

4.4.3 POL_04_CMD: Scope

This policy applies to:

- All existing QQI-accredited programmes at Chevron College.
- Any proposed change in delivery mode from in-person to blended, from blended to fully online, or from in-person directly to fully online (with additional caveats).
- All levels on the National Framework of Qualifications (NFQ) offered at Chevron College.
- All teaching, learning, assessment, support and infrastructural arrangements related to revised delivery modes.

4.4.4 POL_04_CMD: Policy Statement

Chevron College recognises the importance of evolving programme delivery to meet learner needs, promote flexibility, and respond to sectoral demand. However, such changes must be carefully planned, quality assured, and aligned with statutory and awarding body standards.

Proposals to transition a programme from face-to-face to fully online will only be considered where:

- Learning outcomes remain fully achievable in an online environment.
- Robust digital pedagogy and academic integrity measures are in place.

- Infrastructure, learner support services, and staff capabilities are sufficient and appropriately resourced.
- Stakeholder consultation (e.g., learners, staff, employers) has been undertaken and documented.

The change must not compromise academic quality, learner experience, or compliance with QQI Topic-Specific Guidelines for Blended and Online Learning.

Decisions are informed by a compliance and quality checklist and evaluation rubric included in the Programme Online Delivery Review Form, assessing:

- Curriculum suitability.
- Digital pedagogy and technology infrastructure.
- Learner readiness and supports.
- Assessment integrity.
- Financial sustainability.
- Staff capacity.
- Strategic alignment.

Approved changes must be:

- Reflected in the programme's validation documentation.
- Documented in Programme Review reports.
- Included in relevant sections of the associated programme handbooks.
- Shared with external examiners and relevant awarding bodies, as required.

Any proposed change in delivery mode of an existing QQI-accredited programme must be formally reviewed using the Change of Mode of Delivery Form. The completed form must be submitted by the Programme Leader to the Quality Policies and Procedures Committee (QPPC) for review. If endorsed, the proposal is submitted by the Chair of the QPPC to the Academic Council for final approval.

The programme leader or nominated representative will contact QQI to request a differential validation to apply for the changes to the mode of delivery.

4.4.5 POL_04_CMD: Roles and Responsibilities

The Director of Academic Affairs, the Dean of Education, the Programme Leader(s), the Programme team, the Quality Policy and Procedures Committee (QPPC), the Registrar, the Management Board, and the Academic Council have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

The development of materials for Chevron's programmes is a collaborative, team-based process involving expertise from various College functions. The planning process incorporates inputs from relevant programme teams, learner support teams, external partners, learners, alumni, and industry experts.

The Programme Leader completes and submits the Programme Online Delivery Review Form and is responsible for ensuring academic coherence across delivery modes.

The QPPC evaluates proposals and forwards recommendations to the Academic Council based on form scoring and qualitative review.

The Academic Council are responsible for the final approval or sets conditions and review alignment with institutional policy and QQI expectations.

The Director of Academic Affairs and Registrar oversee integration of approved changes into QA documentation and external compliance.

The Dean of Education is responsible for staff are pedagogically equipped and appropriate training is in place.

Relevant IT partners are responsible for ensuring that infrastructure meets the demands of proposed delivery modes and is GDPR compliant.

Learner Support Services are responsible for ensuring that learner supports are appropriate for online and blended modes.

4.5 Takeover of an Existing QQI-Validated Programme (POL_04_TEQP)

4.5.1 POL_04_TEQP: Policy Table

POLICY DETAILS			
Policy Name:	Takeover of an Existing QQI-Validated Programme		
Policy No:	POL_04_TEQP	**Version No:**	V1.0
Prepared by:	Director of Academic Affairs, Registrar, Dean of Education, Programme Leader(s)		
Policy Owners:	Academic Council, QPPC, Management Board, Director of Academic Affairs, Programme Development Manager, Programme Leader(s), Programme Team(s)		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026

Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	N/A	**Approved By: / Date:**	N/A
Revision Description:	N/A		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• New Programme Concept Approval Form • New Programme Development Model • New Programme Design and Development Process • PDCA Approach to New Programme Development • Qualifications and Quality Assurance (Education and Training) Act 2012 • Core Statutory Quality Assurance Guidelines • Sector Specific Independent/Private Statutory Quality Assurance Guidelines • Topic Specific: Blended Learning Programmes Statutory Quality Assurance Guidelines for Providers of Blended Learning • 2015 European Standards and Guidelines (ESG) • QQI Programme Validation page		
Related Policies (if any):	• All policies		

4.5.2 POL_04_TEQP: Purpose

To set out the principles and procedures that ensure Chevron College can lawfully assume responsibility for, and continue to deliver, a programme that is already validated by QQI and currently owned by another provider, while safeguarding learners, complying with the Qualifications and Quality Assurance (Education and Training) Act 2012 and related QQI policies.

4.5.3 POL_04_TEQP: Scope

This policy applies to all Chevron College staff and governance bodies involved in negotiations, due diligence, quality assurance (QA), academic oversight, marketing, delivery,

assessment, or certification of any programme obtained-through transfer, merger, acquisition or teach-out-from another QQI-approved provider. It covers:

- Higher Education and Training (HET) and Further Education and Training (FET) programmes at Chevron's approved NFQ levels (i.e., levels 4 to 8).
- Programmes taught in Chervon's approved scope of provision for delivery (i.e., face-to-face and blended).
- All enrolled and prospective learners affected by the transfer if applicable.

4.5.4 POL_04_TEQP: Policy Statement

Chevron College will assume responsibility for an externally validated QQI programme only where detailed due diligence confirms that the programme aligns with the College's mission, falls squarely within our existing scope of provision, and can be delivered to the same or higher standards as our current offerings. Prior to seeking QQI differential validation, we will critically evaluate the programme's strategic fit, secure intellectual-property rights, learner records and learner-protection measures through legally robust agreements, and verify that adequate teaching expertise, facilities, digital resources, placement networks and financial supports are in place. Throughout the transition, current and prospective learners will receive clear, timely communication, tailored induction and ongoing academic and pastoral support to protect their progression and well-being, while any transferring staff will be welcomed into Chevron's governance and quality-assurance systems and offered orientation and continuous professional development.

Chevron College will only assume responsibility for an external programme where the following conditions are satisfied:

4.5.4.1 Legal & Financial Due Diligence

- A written transfer agreement (approved by College Counsel) secures intellectual-property rights, assessment records, learner data and any outstanding learner-protection bond.
- The agreement explicitly references Part 6 (Learner Protection) of the 2012 Act and confirms that learners' progression and award entitlements are uninterrupted.

4.5.4.2 Quality Assurance Alignment

- The programme is mapped against Chevron College's approved QA procedures; any gaps trigger an action plan approved by the Academic Council.
- Teaching staff, facilities, digital resources and placement settings are reviewed to ensure they meet the original validation conditions.

4.5.4.3 Application for Differential Validation

- Because QQI validation cannot simply be transferred between providers, Chevron College will seek differential validation, i.e., a streamlined re-validation that focuses only on what has changed (location, staffing, QA environment, etc.) rather than the full curriculum.

4.5.4.4 Key Steps

1. **Gap Analysis & Change Log:** Document significant deviation from the original programme.
2. **Revised Programme Descriptor:** Update provider-specific sections only.
3. **Independent Evaluation Panel:** Arrange (in co-operation with QQI) a panel whose terms of reference concentrate on the documented changes.
4. **Submission via QBS:** Lodge the differential validation application including relevant appendices
5. **Panel Event & Report:** Provide requested additional information to the panel in advance of the event and engage with the panel during the event. The panel will provide a report of their findings with an outcome on if the programme is recommended to be approved for delivery by Chevron College.
6. **QQI Determination:** Implement any conditions prior to first enrolment under Chevron College.

4.5.4.5 Learner Communication & Protection

- All current learners receive written confirmation of the transfer, updated complaints/appeals contacts, and reassurance that programme learning outcomes, assessment strategy and award title remain unchanged.
- Chevron College's Learner Protection Insurance/Bond is updated to include the incoming cohort.

4.5.4.6 Records & Certification

- Historic assessment evidence and academic transcripts are migrated, encrypted and stored in the College's Information Management System.
- Chevron College assumes responsibility for issuing parchments and transcripts on QQI's authority once differential validation is granted.

4.5.5 POL_04_TEQP: Roles and Responsibilities

The Director of Academic Affairs, the Dean of Education, the Programme Leader(s), the Programme team, the Quality Policy and Procedures Committee (QPPC), the Registrar, the

Management Board, and the Academic Council have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

The takeover of existing QQI-approved programmes by Chevron College is a collaborative, team-based process involving expertise from various College functions. The planning process incorporates inputs from relevant programme teams, learner support teams, external partners, learners, alumni, and industry experts.

4.6 Learner Application and Admission Policy (POL_04_LAA)

4.6.1 POL_04_LAA: Policy Table

POLICY DETAILS			
Policy Name:	Learner Application and Admission Policy		
Policy No:	POL_04_LAA	**Version No:**	V1.1
Prepared by:	Director of Academic Affairs, Dean of Education, Registrar, Programme Leader(s)		
Policy Owners:	Academic Council, Director of Academic Affairs, Dean of Education, Registrar, Educational Consultants, Sales Director, Programme Leader(s), Programme Development Manager		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V1.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 1.1 uses the updated Policy No. naming convention. Changed from POL_09_LAA to POL_04_LAA.		
RELATED ITEMS			
Related Internal	• Learner Pathway Process		

Documents and/or External Information (if any):	• Learner Enquiry Portal on Chevron website • Sample Learner Refund Form • Sample Learner Deferral Form • Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training (restated 2015) • Protection of Enrolled Learners (2012)
Related Policies (if any):	• Equality, Diversity, and Inclusion Policy (POL_03_EDI) • Grievance and Complaints Policy (POL_03_GC) • Recognition of Prior Learning Policy (POL_04_RPL) • Charges and Fees Policy (POL_04_CF) • Deferral and Refund Policy (POL_04_DR) • Recheck, Review, and Appeals Policy (POL_06_RRA)

4.6.2 POL_04_LAA: Purpose

This policy outlines the structures in place in relation to the recruitment and admission opportunities for new applicants.

4.6.3 POL_04_LAA: Scope

This policy will apply to all new applicants to Chevron College including applicants that apply directly and those that apply via third-party recruitment partners.

4.6.4 POL_04_LAA: Policy Statement

Chevron College is committed to supporting learners at every aspect of their admission's journey from application through to enrolment. All publicly available information on the college, its offerings, admission's support, and resources for learners and prospective learners has been developed to be transparent, fair, and in simple. The college's learner admission, progression, and transfer policies and processes have been informed by national and international best practice such as QQI's Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training (restated 2015) and Protection of Enrolled Learners (2012).

Learners must meet the entry requirements listed for their specific programme of study including any visa requirements where applicable. Entry requirements and progression opportunities for each programme module are documented in the QQI validation application. This information is also part of web marketing and promotional materials for the course,

providing clear details on programme titles, the awarding body (QQI), access routes, and an outline of the content for learners and other stakeholders.

Admission requirements are framed by a clear and consistent approach for all learners, based on:

- QQI component award specification
- NFQ award level
- Course delivery method (e.g., IT skills for online courses)
- Learner's existing competencies and suitability for the course (e.g., English language and IT skills)
- Requirements for entry via Recognition of Prior Learning (RPL)
- Tuition costs and payment systems (e.g., funding available, schedule, etc.)

4.6.5 POL_04_LAA: Roles and Responsibilities

The Director of Academic Affairs, the Dean of Education, the Registrar, the Programme Leader(s), the Programme team, the Sales Director, the Educational Consultants, and the Academic Council have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

4.7 Learner Admission and Progression Opportunities

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

See Section 08: Supports for Learners for additional information.

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

If an application is unsuccessful, the prospective learner will be informed of Chevron's appeals procedure.

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

4.8 English Proficiency Requirements

For the majority of Chevron's programmes, where a prospective learner has not completed, at minimum, a second level education through English, evidence of English language proficiency must be provided in accordance with validated programme requirements.

The minimum level of language competence that is generally considered adequate for successful participation in higher education programmes is IELTS 6.0 (or equivalent) in the Common European Framework of Reference for Languages (CEFRL).

Chevron may require the learner to take an English Proficiency Test with English Language Ireland to assess their suitability to participate on a programme if no proof of English ability can be provided. There is no charge for this assessment.

4.9 Equity of Access

Chevron College is committed to fostering a community where equality is embedded across all levels of the college, where diversity is promoted and respected, and where there is a safe and inclusive environment for all learners and staff. Applicants applying for any programme at Chevron will not be unlawfully discriminated against according to their disability, gender, marital status, membership of the Travelling community, race, religious beliefs, and/or sexual orientation.

Chevron College recognises that access to education may take place both in the classroom and through remote learning environments. To ensure equitable access to remote programmes, the College will take reasonable steps to accommodate applicants who may face barriers due to geography, digital literacy, connectivity, or other remote learning challenges provided they meet the relevant entry requirements.

Any applicants who feel they have been unlawfully discriminated against may lodge an appeal, provided there is evidence to support this. Applicants who require specific supports (e.g., dyslexia-friendly assessments, assistive technologies) may include relevant information regarding additional needs in their application. The College will aim to provide reasonable accommodations to the best of its ability, both in physical and virtual learning settings.

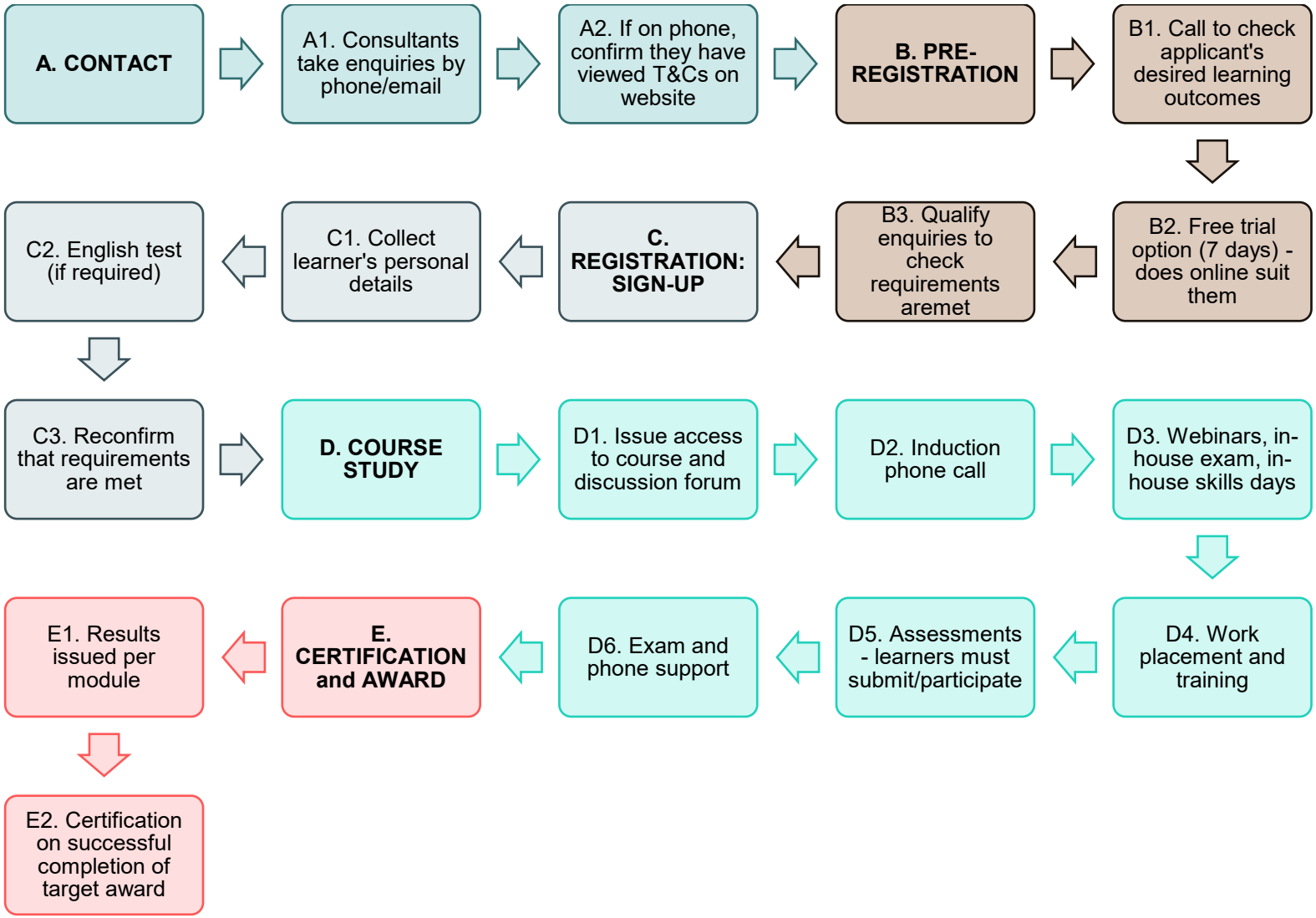

Figure 15: Learner Pathway Process

4.10 Recognition of Prior Learning (RPL) Policy (POL_04_RPL)

4.10.1 POL_04_RPL: Policy Table

POLICY DETAILS			
Policy Name:	Recognition of Prior Learning Policy		
Policy No:	POL_04_RPL	**Version No:**	V1.1
Prepared by:	Director of Academic Affairs, Dean of Education, Registrar, Programme Leader(s)		
Policy Owners:	Academic Council, Director of Academic Affairs, Dean of Education, Registrar, Educational Consultants, Sales Director, Programme Leader(s), RPL Advisor		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V1.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 1.1 uses the updated Policy No. naming convention. Changed from POL_10_RPL to POL_04_RPL.		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training • Recognition of Prior Learning in Irish Further Education and Training (FET) (2017) • QQI Protection of Enrolled Learners • Recognition of Prior Learning Application form • Learner Pathway Process		

Related Policies (if any):	• Equality, Diversity, and Inclusion Policy (POL_03_EDI) • Grievance and Complaints Policy (POL_03_GC) • Learner Application and Admission Policy (POL_04_LAA) • Deferral and Refund Policy (POL_04_DR) • Recheck, Review, and Appeals Policy (POL_06_RRA)

4.10.2 POL_04_RPL: Purpose

The purpose of this policy is to outline the process by which Chevron College recognises prior learning (RPL) to support learners in achieving QQI major awards. RPL allows learners to have their existing knowledge, skills, and competencies, gained through previous education, work, or life experiences, recognised towards the completion of a programme at Chevron College.

4.10.3 POL_04_RPL: Scope

This policy applies to all learners seeking recognition of their prior learning for the purposes of:

- Gaining exemptions from specific programme modules
- Securing entry to a programme where standard entry requirements are not met
- Attaining advanced entry into a programme
- Transferring between programmes

4.10.4 POL_04_RPL: Policy Statement

Chevron College is committed to facilitating the recognition of prior learning in a fair and transparent manner. RPL can provide learners with opportunities to build on their existing competencies and achieve educational goals more efficiently.

4.10.4.1 Types of Prior Learning Recognised

RPL at Chevron College may recognise learning acquired in the following ways:

- **Accredited Learning:** Learning that has occurred in a formal setting, leading to a qualification or certification, often linked to the National Framework of Qualifications (NFQ).
- **Non-Accredited Learning:** Learning that was planned and possibly assessed but did not result in a formal qualification, such as work-based training or professional certification programmes not linked to the NFQ.
- **Informal or Experiential Learning:** Unintentional learning gained through work and life experiences, where the learner has developed skills and knowledge that may not have been formally recognised at the time.

4.10.4.2 RPL Process and Procedures

- **Case-by-Case Evaluation:** RPL requests are evaluated individually, taking into account the specific qualifications and experiences of the learner. This includes recognition of both QQI and non-QQI awards.
- **Programme Learning Outcomes:** The RPL process involves matching the programme learning outcomes at Chevron College with the prior learning and qualifications previously completed by the learner.
- **Compliance with Guidelines:** The policy and procedures for RPL at Chevron College are informed by established guidelines from QQI and other accrediting bodies.

4.10.5 POL_04_RPL: Roles and Responsibilities

The Registrar, the Director of Academic Affairs, the Dean of Education, Academic Council, Educational Consultants, Sales Director, RPL Advisor, and Programme Leader(s) have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy. Initial non-final revised drafts of this policy are shared between the Registrar, the Director of Academic Affairs, the Dean of Education, and the Sales Director. The final revised draft version of this policy must be presented by the Registrar to the QPPC for approval.

4.11 Review and Appeals

Learners have the right to appeal RPL decisions. Appeals must be submitted in writing within a specified timeframe after receiving the initial decision. The appeal will be reviewed by a designated appeals board within the college.

4.12 RPL for Admission to HET Programmes

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

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

Administrator as part of the programme enrolment process. Verbal communication of prior learning will not be sufficient.

- Requests for RPL will be considered on a case-by-case basis by Chevron. It may be sufficient for the prospective learner to provide transcripts of results or copies of certificates, or they may be required to prepare a portfolio of evidence of learning. Learners may be required to attend an interview based on the submitted portfolio.
- Decisions on RPL applications will be made by the relevant Programme Leader.
- Chevron will reply to RPL applications in a timely fashion.
- The learner will be notified of the outcome of the RPL application in writing by the Programme Administrator.
- Learners will be notified of their right of appeal in relation to admission decisions on RPL to Chevron's Appeals Board (see section 2.2.10: Appeals Board for additional information).
- The appeal must be made in writing to Chevron's Director of Academic Affairs within 5 working days of the communication of the RPL decision.

4.13 Exemption from Studying a Module

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

- A learner may be exempted from studying a module(s) if they have already attained the minimum intended module learning outcomes.
- An application for RPL should be made as soon as the learner commences a programme. However, in principle, exemptions are permitted at any stage of a programme, subject to the relevant programme and constituent module assessment strategies. Therefore, RPL can be requested prior to the commencement of each programme stage.
- Where the learner has achieved additional certification during their studies with Chevron, an application for RPL may also be considered.
- Chevron's Educational Consultants will advise the learner on the process of applying for exemption from studying a module during enrolment. Further information on RPL will be provided in the Programme Handbook. Applicants who intend to apply for a module exemption will be directed to the Programme Leader.

- Learners may contact the Programme Leader during their studies, if they considering applying for a module exemption. The application must be made in a timely manner to allow for a decision on the RPL request prior to the commencement of the module(s).
- Exemptions in the award stage of a programme will be restricted to a maximum of 30 credits and will exclude the capstone assessment where applicable.
- It will be the responsibility of each learner to complete an RPL Application form, accompanied by appropriate supporting documentation and submit it to the relevant Programme Leader. Verbal communication of prior learning will not be sufficient.
- Requests for RPL will be considered on a case-by-case basis by the Programme Leader who will map the evidence presented by the learner against the learning outcomes and credit value of the module(s) for which the exemption is sought. It may be sufficient for the learner to provide transcripts of results or copies of appropriate certificates, or they may be required to prepare a portfolio of evidence of learning.
- A request for RPL may be denied where professional body requirements deem it necessary or where the Programme Leader feels it would have a detrimental impact on the overall learner experience or cohesiveness of the programme.
- The learner will be notified of the outcome of the RPL request in writing by the Programme Leader.
- Learners will be notified of their right of appeal in relation to RPL under the standard process for the appeal of an assessment decision outlined in Chevron's Recheck, Review and Appeals Policy (POL_06_RRA).

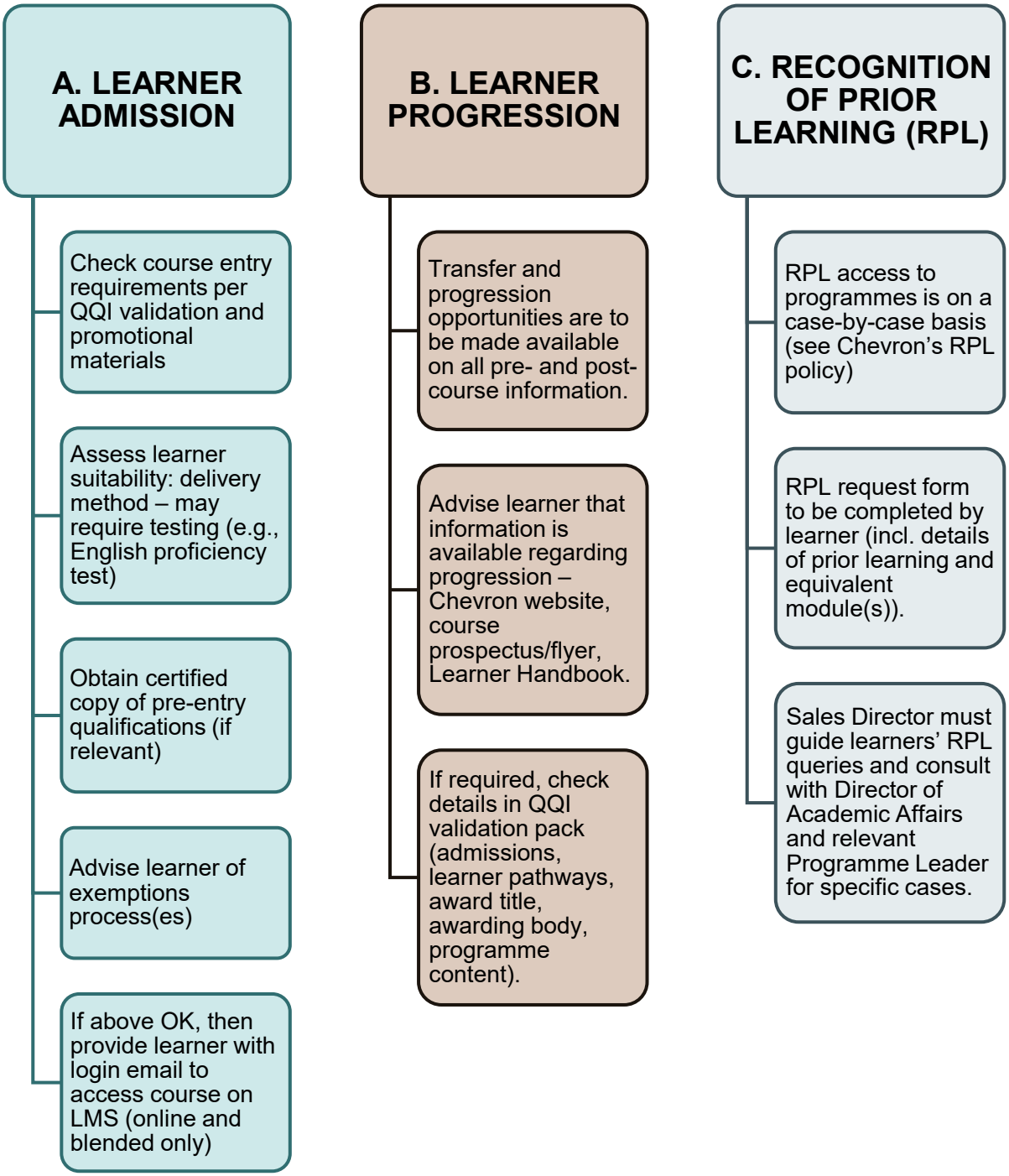

Figure 16: Learner Admission, Progression, and RPL Process

4.14 Module Deferral or Interruption of Studies

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

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

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

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

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

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

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

4.15 Deferrals and Refunds Policy (POL_04_DR)

4.15.1 POL_04_DR: Policy Table

POLICY DETAILS			
Policy Name:	Deferral and Refund Policy		
Policy No:	POL_04_DR	**Version No:**	V1.1
Prepared by:	Director of Academic Affairs, Dean of Education, Registrar, Programme Leader(s), Educational Consultants, Chair of Academic Council, Chief Financial Officer		
Policy Owners:	Academic Council, Director of Academic Affairs, Dean of		

	Education, Registrar, Educational Consultants, Sales Director, Programme Leader(s), Chief Financial Officer		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V1.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 1.1 uses the updated Policy No. naming convention. Changed from POL_04_DR to POL_04_DR.		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• Learner Pathway Process • Learner Enquiry Portal on Chevron website • Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training (restated 2015) • Protection of Enrolled Learners (2012)		
Related Policies (if any):	• Equality, Diversity, and Inclusion Policy (POL_03_EDI) • Grievance and Complaints Policy (POL_03_GC) • Learner Application and Admission Policy (POL_04_LAA) • Recognition of Prior Learning Policy (POL_04_RPL) • Charges and Fees Policy (POL_04_CF) • Recheck, Review, and Appeals Policy (POL_06_RRA)		

4.15.2 POL_04_DR: Purpose

The purpose of this policy is to provide clear guidelines regarding the conditions under which learners may request refunds or defer their enrolment at Chevron College. This policy ensures transparency and fairness in handling such requests while also maintaining the operational integrity of the institution.

4.15.3 POL_04_DR: Scope

This policy applies to all applicants and enrolled learners at Chevron College who have paid their fees and may seek a refund or deferral of their enrolment. It is applicable to all learners enrolled on programmes offered by Chevron College.

4.15.4 POL_04_DR: Policy Statement

Chevron College is committed to providing fair and transparent procedures for learners who, due to unforeseen life circumstances, need to request a refund of their fees or defer their enrolment. Refunds will only be granted under specific conditions, and administrative charges may apply. Learners may also defer their enrolment for up to one calendar year, subject to certain conditions. All requests will be reviewed and processed in accordance with this policy.

4.15.4.1 Definition

Deferrals refer to the formal process by which a learner postpones their enrolment, progression, or assessment within a programme due to unforeseen circumstances, allowing them to resume at a later date under specific conditions.

4.15.4.2 Refunds of Fees

Learners who have paid their fees in full may apply for a refund minus an administrative charge of €100.00, under the following conditions:

- The potential learner has not started the programme.
- The potential learner has not been issued with a visa to study in Ireland (if dependent on a study visa).

If the above conditions are not met, the learner is ineligible for a refund except in exceptional circumstances. Refund requests must be submitted using the Refund of Fees Form and will be processed within 5 business days of receiving all required documentation.

Note: If a third-party agency has arranged payment on behalf of the learner, refunds will be issued directly to the third-party agency, with the learner copied in all correspondence.

4.15.4.3 Deferred Enrolment

Applicants offered a place at Chevron College who are unable to attend due to unforeseen circumstances may defer their place for up to one calendar year. The request for programme deferral must be submitted before the start of the programme. Decisions on a deferral or interruption to studies will be taken by the Programme Leader in consultation with the Director of Academic Affairs and senior academic staff where appropriate. If after the

deferral period the learner is still unable to attend, a refund may be issued in line with the refund policy.

Requests for deferral must be submitted using the Deferral Form and will be processed within 5 business days of receiving all required documentation.

Where a learner defers their studies, they retain all the credit and assessment results only for modules that have been fully completed. It is not normally possible to carry any grades for partially completed modules. In cases where a learner has completed certain modules, but deferred other modules, they will be viewed as a deferred learner at exam board for the deferred modules only.

4.15.4.4 Before Programme Commencement:

- Deferral requests must be submitted before the programme start date.
- Fees paid will be retained and applied to the deferred enrolment period, subject to the Refund Policy.
- No assessment submissions apply as the programme has not commenced.

4.15.4.5 After Programme Commencement but Before an Exam Board:

- Learners who commence a programme but then defer before their results reach an exam board will be considered as a new learner for each relevant module on re-enrolment.
- Grades from any assessments that have been completed will not be carried forward.
- Learners may not resubmit previously submitted assessments.

4.15.4.6 After Programme Commencement but After an Exam Board:

- Learners who commence a programme and then defer after their results reach an exam board will be considered as a repeat learner for each relevant module on re-enrolment.
- Learners may not resubmit previously submitted assessments.

4.15.5 POL_04_DR: Roles and Responsibilities

The Registrar, the Director of Academic Affairs, the Operations Manager, and the QPPC have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy. Initial non-final revised drafts of this policy are shared between the Registrar, the Director of Academic Affairs, and the Operations Manager. The final revised draft version of this policy must be presented by the Registrar to the QPPC for approval.

Educational Consultants in conjunction with the admissions admins are responsible for reviewing refund and deferral requests to ensure they meet the policy criteria, requesting additional documentation if necessary, discussing options with the learner, and processing eligible refunds and deferrals in a timely manner.

The Director of Academic Affairs is responsible for approving deferrals recommended by the Educational Consultants/Admissions Team and ensuring that the learner's profile is updated accordingly.

The Accounts Team are responsible for processing approved refunds in coordination with the Educational Consultants/Admissions Team.

All learners are responsible for submitting their own Refund of Fees Form or Deferral Form with all necessary documentation and within the specified deadlines and/or nominating a specific person to submit on their behalf.

4.16 Protection of Enrolled Learners (PEL)

Protection of Enrolled Learners (PEL) is a legal requirement for providers to put in place arrangements to ensure that if a programme of education and training of three or more months in length ceases prematurely, learners will be able to complete a similar programme with another provider, or have their money refunded.

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

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

Chevron’s Financial Controller is responsible for the management of the college’s PEL arrangements.

4.16.1 Data Protection

Chevron takes its Data Protection responsibilities seriously, employing the most appropriate physical and technical measures to protect the security of all data, together with staff awareness and training. Chevron’s management also reviews these Data Protection measures regularly. The information relating to the storage and use of all personal

information is published in Chevron's Privacy Policy (POL_09_PRV) and made available to learners and other interested parties on the college website.

For further information see Section 09: Information and Data Management.

4.17 Charges and Fees Policy (POL_04_CF)

4.17.1 POL_04_CF: Policy Table

POLICY DETAILS			
Policy Name:	Charges and Fees Policy		
Policy No:	POL_04_CF	**Version No:**	V1.1
Prepared by:	Director of Academic Affairs, Dean of Education, Registrar, Programme Leader(s)		
Policy Owners:	Academic Council, Director of Academic Affairs, Dean of Education, Registrar, Educational Consultants, Sales Director, Programme Leader(s), Programme Development Manager		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V1.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 1.1 uses the updated Policy No. naming convention. Changed from POL_09_CF to POL_04_CF.		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• Learner Pathway Process • Learner Enquiry Portal on Chevron website • Sample Learner Refund Form • Sample Learner Deferral Form • Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher		

	Education and Training (restated 2015) • Protection of Enrolled Learners (2012)
Related Policies (if any):	• Equality, Diversity, and Inclusion Policy (POL_03_EDI) • Grievance and Complaints Policy (POL_03_GC) • Learner Application and Admission Policy (POL_04_LAA) • Recognition of Prior Learning Policy (POL_04_RPL) • Deferral and Refund Policy (POL_04_DR) • Recheck, Review, and Appeals Policy (POL_06_RRA)

4.17.2 POL_04_CF: Purpose

The purpose of this policy is to establish clear and consistent procedures regarding charges, fees, payment arrangements, and refunds for learners enrolling in Chevron College programmes, including fully online provision. This ensures transparency, fairness, and alignment with best practice and QQI guidelines.

4.17.3 POL_04_CF: Scope

This policy applies to all learners enrolled on Chevron College programmes leading to QQI awards, including those funded through Springboard+ or other grant mechanisms. It covers fully online, blended, and face-to-face programmes offered nationally. It does not apply to transnational provision, as Chevron College does not currently offer programmes to learners based outside Ireland.

4.17.4 POL_04_CF: Policy Statement

Chevron College is committed to ensuring that all charges and fees are communicated clearly to prospective and current learners, that payment processes are fair and accessible, and that refund and deferral arrangements are transparent and consistent. The following principles apply:

- All programme fees are detailed in programme documentation and on the College website prior to enrolment. Fees are inclusive of registration, digital learning resources, Garda vetting (where applicable), workplace insurance (where applicable), and access to the Learning Management System.
- Payment options include full payment at enrolment or an approved interest-free instalment plan, which is agreed prior to course commencement.
- Specific administration fees apply as follows:
    - A €30 handling fee for refund processing.

    - A €30 fee for rescheduled assessment bookings at the learner's request.
    - A 20% administration fee for transfers to an alternative programme requested more than two months after enrolment.
- Refunds are processed in accordance with the following:
    - Full refunds are available for cancellations requested more than 30 calendar days before the programme start date.
    - Cancellations within 30 calendar days of the start date are not eligible for a refund.
    - For online enrolments, cancellations requested within 14 days of booking (in accordance with distance selling regulations) are eligible for a refund, subject to a 30% administration fee.
    - Deferrals are permitted up to three months if requested no less than seven days before the start date.
- A €100 major award registration fee applies where not included in the standard programme cost. This is clearly identified at the point of enrolment.
- Learners funded through Springboard+, TESG or other funding schemes are responsible for meeting funding body requirements. Failure to comply may result in liability for full programme fees.
- Chevron College reserves the right to update fee levels annually and will publish any changes in advance of enrolment periods.

4.17.5 POL_04_CF: Roles and Responsibilities

The Registrar has overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.
The Finance Office is responsible for the accurate administration of fees, payments, refunds, and associated charges in accordance with this policy.
Programme Administrators are responsible for providing clear and accurate fee information to prospective learners at enquiry and application stages.
Learners are responsible for complying with the agreed payment arrangements and for notifying Chevron College promptly of any changes in circumstances that may affect their fee obligations.

4.18 Programme Reviews

Chevron is committed to the ongoing review of its programmes, to enhance the effectiveness of its delivery methodologies, the continued relevance of content, and the availability of appropriate facilities and resources. Ongoing informal review of learner feedback is carried out by the Programme Leader in conjunction with tutors. A formal review schedule is in place for each validated programme supervised by the Director of Academic Affairs. This is carried out by the Programme Board, and a panel report is submitted to the Academic Council for review and approval. See Self Evaluation, Monitoring, and Review Policy (POL_12_SEMR) for additional information. See Figure 17: Programme Review process.

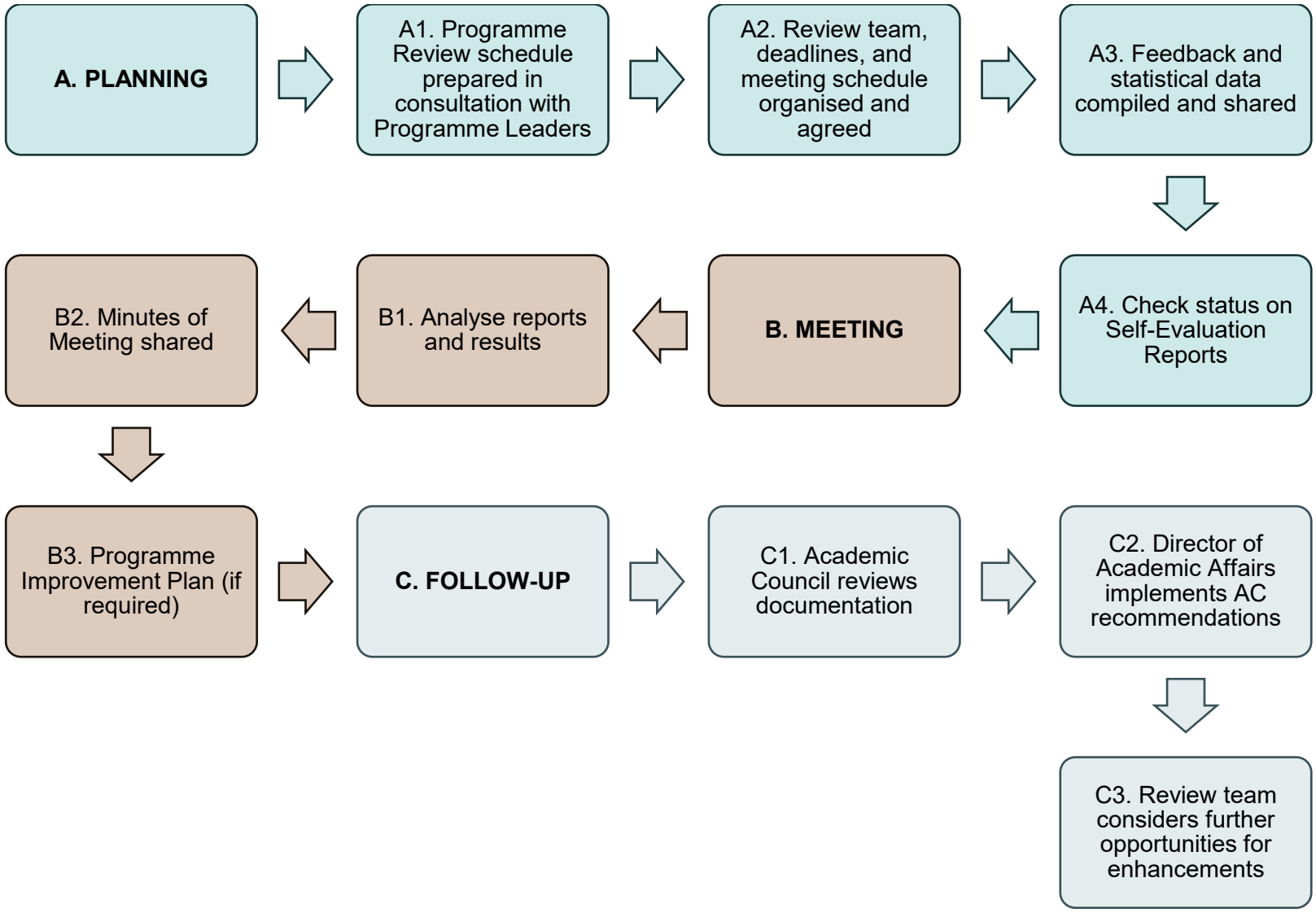

Figure 17: Programme Review Process

4.19 Revalidation of Programmes

Regular programme monitoring arrangements play a crucial role in the ongoing evaluation and enhancement of educational programmes. These arrangements ensure that the programme is continually assessed based on its delivery, mode of delivery, incorporating valuable feedback from both learners and key stakeholders, such as industry partners, employers, and academic staff. This process not only helps in identifying areas for improvement but also contributes to maintaining the programme's relevance and quality over time.

Feedback from all stakeholders is a critical component of the programme review and revalidation process, ensuring that the programme not only meets academic standards but also aligns with the expectations and needs of the wider community it serves. Stakeholders typically include learners, academic staff, industry partners, employers, alumni, and regulatory bodies, each offering unique perspectives that contribute to a comprehensive understanding of the programme's effectiveness and relevance.

- **Learner Feedback:** Learners are at the heart of the educational process, and their feedback is invaluable for understanding how well the programme supports their academic and professional development. This feedback can be gathered through surveys, focus groups, course evaluations, and informal discussions, allowing learners to voice their opinions on various aspects of the programme, such as curriculum content, teaching methods, assessment strategies, and the availability of resources. Learners' insights help identify strengths and weaknesses in the programme from the end-user perspective, ensuring that it remains engaging, challenging, and supportive of their learning goals.
- **Academic Staff Feedback:** Academic staff, who are responsible for the delivery of the programme, provide crucial feedback on the practicalities of teaching, the appropriateness of the curriculum, and the effectiveness of learning outcomes. Their input helps to identify any gaps in the curriculum, areas where learners may struggle, and opportunities for introducing new topics or methodologies. Staff feedback also sheds light on the operational aspects of the programme, such as workload distribution, resource allocation, and the integration of technology in teaching and learning. This feedback is essential for maintaining a high standard of education and for fostering a collaborative environment where continuous improvement is encouraged.
- **Industry and Employer Feedback:** Industry partners and employers offer a perspective on how well the programme prepares learners for the workforce. Their

feedback ensures that the curriculum is aligned with current industry standards, practices, and emerging trends. Employers can provide insights into the skills and competencies that are most valued in the job market, helping the institution to adapt the programme to better meet these needs. This feedback loop not only enhances the employability of graduates but also strengthens the institution's relationships with industry, potentially leading to more opportunities for work placements, internships, and collaborative projects.

- **Alumni Feedback:** Alumni, having experienced the transition from education to employment, can provide valuable feedback on the long-term impact of the programme. Their insights help to assess the effectiveness of the programme in preparing them for their careers and in supporting their ongoing professional development. Alumni feedback also provides a retrospective view on the relevance of the curriculum and the adequacy of the skills and knowledge gained during their studies. Engaging with alumni can also foster a sense of community and provide networking opportunities for current learners.
- **Regulatory Bodies and Accreditation Agencies:** Feedback from regulatory bodies such as QQI and other accreditation agencies ensures that the programme adheres to national and international standards of quality and compliance. This feedback is essential for maintaining accreditation status and for ensuring that the programme meets the legal and educational requirements set by governing bodies. Regular communication with these agencies helps the institution stay informed about changes in regulations, allowing for timely updates to the programme to maintain its validity and recognition.
- **Community and Social Partners:** In some cases, feedback from community organisations and social partners can provide additional insights into how the programme contributes to broader societal goals. This is particularly relevant for programmes that have a social or community focus, where the impact on local or global communities is a key measure of success.

By incorporating feedback from all these stakeholders, the institution can ensure that its programmes are comprehensive, up-to-date, and responsive to the needs of all parties involved. This holistic approach to feedback not only supports the continuous improvement of the programme but also strengthens its relevance, quality, and reputation in the wider community

Periodic reviews of programmes are essential for sustaining high academic standards and ensuring that the content remains current and aligned with the latest developments in the field. These reviews typically culminate in a formal revalidation process, which is an integral

part of maintaining the programme's accreditation status. The revalidation process is overseen by the Academic Council, which carefully considers the outcomes of the programme review, including learner feedback, performance metrics, and any changes in external requirements or industry standards.

The Director of Academic Affairs holds the responsibility for implementing the Academic Council's recommendations regarding programme revalidation. This involves following a structured process similar to that used in new programme development, ensuring that the programme continues to meet the necessary academic and regulatory requirements. The Director, in collaboration with Programme Administrators, maintains a detailed log of all scheduled programme revalidation dates. These dates are typically set at five-year intervals, although they may be adjusted based on agreements between Chevron and the Quality and Qualifications Ireland (QQI) ensuring that the programme remains in compliance with national standards and best practices.

This meticulous approach to monitoring, reviewing, and revalidating programmes underscores the institution's commitment to providing high-quality education that meets the needs of learners and the expectations of stakeholders while also adhering to regulatory and accreditation standards.

4.20 Programme Delivery

Once a new programme has been approved by QQI and signed off by the Management Board, the Director of Academic Affairs ensures that academic resources are provided in line with validation requirements. This includes assembling a panel of suitably qualified tutors for review by the Programme Leader. The Programme Leader participates in the interview process to ensure the training experience and academic suitability of potential tutors/lecturers.

The Programme Team consists of the Programme Leader, Lecturers/Tutors, Learner Support Advisor, and Programme Administrator. The Programme Leader has overall responsibility for delivering validated programmes through the Programme Team, with support from specialist staff with expertise in educational technology, pedagogy, and assessment appropriate to online learning. Each programme team is approved by the Director of Academic Affairs and the Programme Leader, and the skill set is reviewed before the team commences programme development and delivery each year. This is achieved through new hires and Continuing Professional Development (CPD).

Content for online and blended delivery is subject to peer review before release onto the Virtual Learning Environment (LMS). The Programme Leader ensures that online content is

learner-centred, providing a consistent and accessible experience for all learners. This is achieved through reviewing learner feedback, formal internal programme reviews, and tutor CPD.

4.21 Timetabling and Scheduling Policy (POL_04_TS)

4.21.1 POL_04_TS: Policy Table

POLICY DETAILS			
Policy Name:	Timetabling and Scheduling Policy		
Policy No:	POL_04_TS	**Version No:**	V1.1
Prepared by:	Director of Academic Affairs, Registrar, Operations Manager		
Policy Owners:	Academic Council, Management Board, Operations Manager, Director of Academic Affairs, Dean of Education, Registrar, Programme Development Manager, Programme Leader(s), Programme Team(s)		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V1.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 1.1 uses the updated Policy No. naming convention. Changed from POL_12_TS to POL_04_TS.		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• QQI Core Statutory Quality Assurance (QA) Guidelines (2016) • QQI Sector-Specific Quality Assurance Guidelines (2017) • HEA National Strategy for Higher Education to 2030 • Education Act (1998) • National Access Plan (2022-2028)		

	• National Forum for the Enhancement of Teaching and Learning in Higher Education, Flexible Learning Pathways Report (2015) • European Standards and Guidelines (ESG) for Quality Assurance in the European Higher Education Area (EHEA)
Related Policies (if any):	• New Programme Development Policy (POL_04_NPD) • Staff Induction, Training and Development Policy (POL_05_SITC) • Teaching and Learning Policy (POL_05_TL) • Assessment of Learners Policy (POL_06_AOL)

4.21.2 POL_04_TS: Purpose

This policy outlines the approach to the timetabling and scheduling of all programmes at Chevron College.

4.21.3 POL_04_TS: Scope

This policy will apply to all programmes of education and training developed and/or delivered by Chevron College.

4.21.4 POL_04_TS: Policy Statement

Chevron College is committed to designing and scheduling timetables that meet the needs of our learners and staff in the most efficient and effective way possible. Timetables are developed to ensure that they support the delivery of high-quality teaching and learning, and that they are consistent with best pedagogical practice. Scheduling of classes is underpinned by the following core values:

- Ensure the optimal utilisation of teaching spaces and resources available at any point in time.
- Facilitate high learner attendance and engagement.
- Provide adequate and safe physical and digital spaces for staff and learners.
- Allow for effective classroom, resource, and staff management.
- Meet regulatory requirements where relevant.
- Allow for greater choice by learners.

The distribution of timetables with staff and learners is done in advance of the beginning of classes and include all days that the college will not be open, such as public holidays and college holidays. Any changes to timetables will be communicated to relevant staff and learners by electronic communication in advance. In the cases of sudden changes to and/or

last-minute cancellation of classes, learners and staff will be provided with as much notice as possible through SMS and/or electronic communication.

4.21.5 POL_04_TS: Roles and Responsibilities

The Director of Academic Affairs has overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

Management of timetables and schedules at Chevron College are broken down into the following categories:

- **Academic Calendar:** Includes all holidays, committee/council meetings, start/end dates of programmes, reporting deadlines, induction events, and special events listed for the academic year. The academic calendar is developed by the Director of Academic Affairs and is shared with all staff in the college once published. It is reviewed annually and sent to the Management Board for pre-approval and to the Academic Council for approval where appropriate.
- **Programme Schedule:** Includes the number of weeks that the indicated programme runs for, topics and learning outcomes covered in each class, testing days, orientation days, etc. The programme schedule is managed by the Director of Academic Affairs and the relevant Programme Leader and is shared with all staff working on and supporting that programme once published. It is reviewed annually and sent to the Programme Committee for pre-approval and to the Academic Council for approval.
- **Weekly Timetable:** Includes room allocation (face-to-face), room maximum occupancy, teaching staff allocation, programme and level allocation, start/end time of each session, break times for each session, room restrictions (if any), number of enrolled learners (per room), and special events (if any). The weekly timetable is managed by the Operations Manager on the Student Information System (SIS) and is accessible to all staff of the college once published on the SIS. It is reviewed and updated by the Operations Manager regularly.
- **Learner Timetable:** Includes testing dates, start/end dates of programme of study, college holidays, eligible learner holiday periods, class session start/break/end times, and end-of-term exam dates all of which are unique to each learner. The learner timetable is managed by the Programme Leader on the LMS and is accessible to all administrative and management staff of the college and the learner it is associated with once the report is pulled from the system. It is reviewed and updated by the Programme Leader, and as it is unique to each learner, it is shared with the learner prior to starting their programme of study.

5 STAFF RECRUITMENT, MANAGEMENT AND DEVELOPMENT

Chevron College's commitment to academic excellence, learner success, and continuous institutional improvement helps ensure that we attract, retain, and develop highly qualified and motivated staff. By adhering to robust recruitment practices, fostering a supportive and inclusive work environment, and investing in ongoing professional development, Chevron ensures that our staff are well-equipped to meet the evolving needs of learners and contribute effectively to the college's strategic goals. This section also emphasises the importance of performance management and staff well-being aligning with the college's values of respect, integrity, and excellence in education.

5.1 Staff Recruitment and Selection Policy (POL_05_SRS)

5.1.1 POL_05_SRS: Policy Table

POLICY DETAILS			
Policy Name:	Staff Recruitment and Selection Policy		
Policy No:	POL_05_SRS	**Version No:**	V1.1
Prepared by:	Management Board, Director of Academic Affairs, Operations Manager, Sales Director, Registrar		
Policy Owners:	College President, Management Board, Academic Council, Director of Academic Affairs, Operations Manager, Sales Director, QA Coordinator, Programme Leader(s), Dean of Education, Registrar		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V1.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision	Version 1.1 uses the updated Policy No. naming convention.		

Description:	Changed from POL_13_SRS to POL_05_SRS.
RELATED ITEMS	
Related Internal Documents and/or External Information (if any):	• Organisation Structures (section 2.2) • Job/Role Descriptions (section 2.5 and section 2.6) • Terms of Employment (Information) Acts 1994–2014 • Employment (Miscellaneous Provisions) Act 2018 • National Minimum Wage Act 2000 • Payment of Wages Act 1991 • Minimum Notice and Terms of Employment Acts 1973–2005 • Industrial Relations (Amendment) Act 2015 • Organisation of Working Time Act 1997 • Maternity Protection Act 1994 • Paternity Leave and Benefit Act 2016 • Adoptive Leave Act 1995 • Parental Leave Acts 1998-2019 • Carer's Leave Act 2001 • Sick Leave Act 2022 • Safety, Health and Welfare at Work Act 2005 • Employment Equality Acts 1998–2015 • Protection of Employees (Part-Time Work) Act 2001 • Protection of Employees (Fixed Term Work) Act 2003 • Protected Disclosures Act 2014 • Redundancy Payments Acts 1967–2014 • Workplace Relations Act 2015 • Mediation Act 2017 • Employment Equality Acts, 1998 – 2015 • Equal Status Act, 2000 • Disability Act, 2005 • The Irish Human Rights and Equality Act 2014

	• Gender Recognition Act, 2015 • United Nations Convention on the Rights of Persons with Disabilities, 2018
Related Policies (if any):	• Equality, Diversity, and Inclusion Policy (POL_03_EDI) • Grievances and Complaints Policy (POL_03_GC) • Staff Induction, Training and Development Policy (POL_05_SITC)

5.1.2 POL_05_SRS: Purpose

The purpose of this policy is to outline the recruitment and selection practices of new employees at Chevron College.

5.1.3 POL_05_SRS: Scope

This policy will apply to all full-time, part-time, and occasional employees working for Chevron College both academic and non-academic in nature.

5.1.4 POL_05_SRS: Policy Statement

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

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

Chevron seeks to ensure that staff are correctly aligned and matched to their job roles, with access to appropriate supports, opportunities for Continuing Professional Development (CPD) and further training. All recruitment is carried out in a prescribed fashion with appropriate support from the Recruitment unit within the wider Chevron Group, as required. Chevron College is an equal opportunities employer and is committed to providing an inclusive, empowering, and barrier-free work environment for all employees. The selection and recruitment of new employees adheres to all relevant legislation and best practices, such as the Employment Equality Acts 1998-2015.

A specification for the job role is developed by the relevant line manager and selection criteria are established before any applications are considered using the process and methods outlined in Figure 18: Staff Recruitment Process. In addition, a subject matter expert (e.g., Programme Leader or external expert) will be involved when recruiting for

specialist roles such as tutors or lecturers. Specialist sub-contractors may be used where appropriate.

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

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

New employees are selected based on merit such as their relevant experience, qualifications, knowledge, skills, and personal aptitude for the role and in a process that is as transparent as possible to ensure fair and equal treatment for all.

Detailed role descriptors are developed and made available for all new and existing roles within the college and updated regularly to clearly identify the relevant responsibilities, lines of reporting (where applicable), and committee membership.

All new employees are provided with a contract and an induction session which covers guidance on relevant policies, processes, and procedures relevant to their role, information on support services, CPD events available to them, training on relevant data systems, and external regulatory, awarding, and accreditation criteria where applicable.

All successfully selected applicants are presented to the relevant governance structure for initial approval and then to the Management Board for final approval and appointment.

5.1.5 POL_05_SRS: Roles and Responsibilities

The Director of Academic Affairs, the Director of Sales, and the Operations Manager have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

The Director of Academic Affairs, the Director of Sales, and the Operations Manager have overall responsibility for the development of role descriptors, the recruitment, and selection of employees within the college.

Applicants for academic roles are reviewed by the Director of Academic Affairs, and successful candidates are interviewed by a panel led by the DoS and other relevant staff members, as appropriate, with selected candidates presented to the Academic Council for initial approval.

Applicants for commercial and operational roles are reviewed by the Sales Director and/or the Operations Manager and successful candidates are interviewed by a panel led by the

relevant senior staff member and additional staff, as appropriate, with selected candidates presented to the Sales and Operations Management Team for initial approval.

Approved applicants, regardless of academic or commercial/operational association, are presented to the Management Board for final approval and appointment.

All applicants are informed of their success at relevant points of the recruitment process by HR personnel and/or a member of the Senior Management Committee.

5.2 Interview and Appointment of Staff

The Management Board develops new roles and edits existing roles based on feedback from key stakeholders (staff, learners, partners, etc). These roles are advertised both internally and externally (e.g., LinkedIn) with role descriptors and the deadline for applications included.

A panel is formed by the relevant panel leader and quorum for interview slots are set. The panel reviews the applications and organises them into two groups: successful applicants and rejected applicants. Successful applicants are ranked based on the relevant criteria/rubric by each panel member and shared with other panel members to tally the combined score (see Appendix B: 07 for sample rubric). Rejected applicants are informed of their lack of progression by email within 5 business days of the application review date.

After the panel review of applications, the highest ranked successful applicants are invited to interview with the minimum number of invitees decided by the quorum and the maximum number is set at ten per role sought. If any invitees decline and the quorum has not been met, then the panel must invite the next highest-ranking successful applicant(s) until the quorum is met. If any invitee declines but the quorum is met, then the panel can choose to invite the next highest-ranking successful applicant(s), but it is not required. When all invitees have accepted their interview offers and the quorum has been met, the remaining successful candidates who have not yet been invited for interview are informed of their lack of progression within 5 business days of the quorum being met. If the quorum is not met and there are not enough successful applicants, the role is advertised again, and the successful applicants are notified of the delay.

Applicants are required to meet different criteria depending on their role, but all are required to attend an interview (face to face or online).

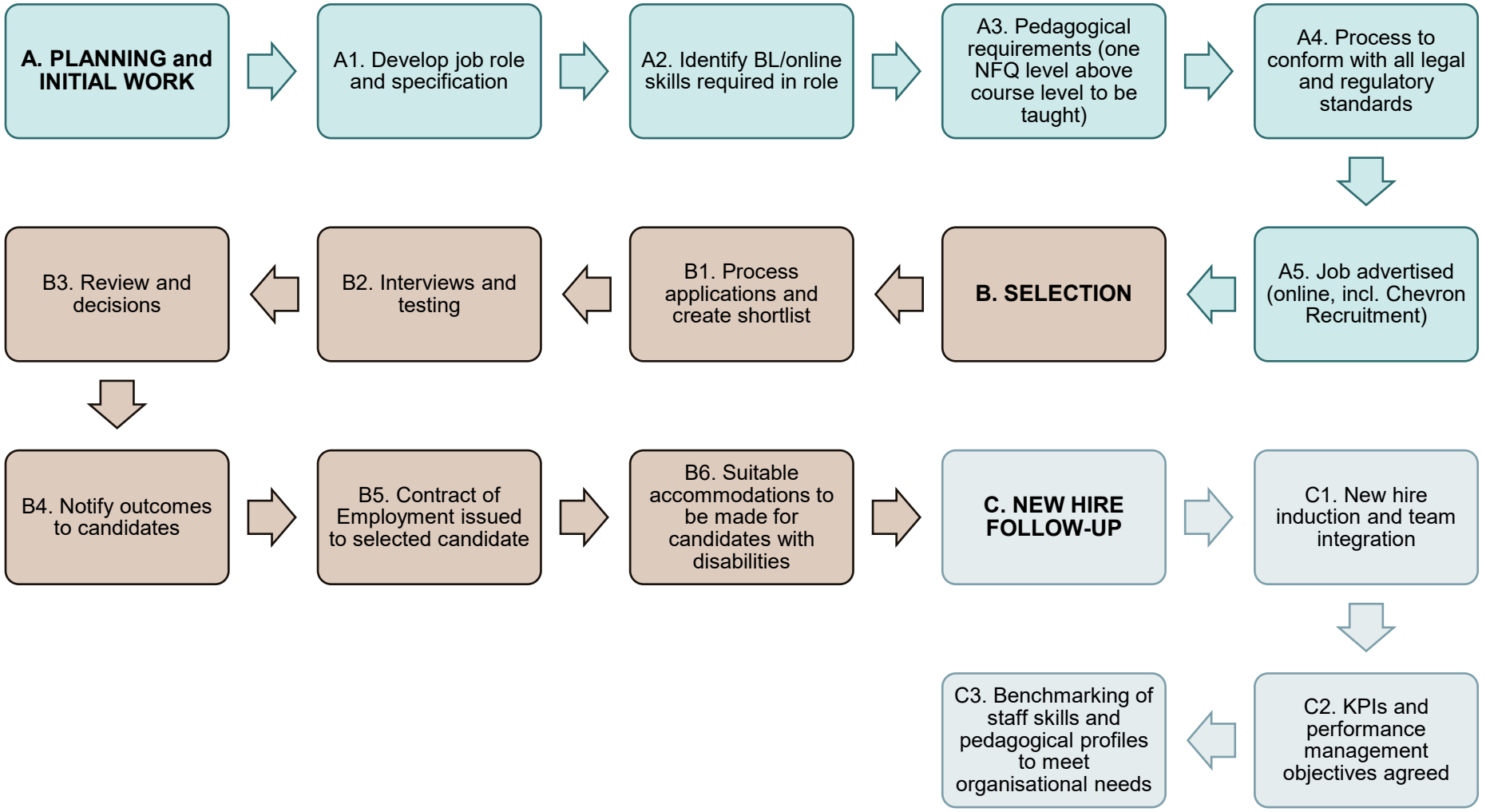

Figure 18: Staff Recruitment Process

5.3 Staff Induction, Training, and CPD Policy (POL_05_SITC)

5.3.1 POL_05_SITC: Policy Table

POLICY DETAILS			
Policy Name:	Staff Induction, Training, and CPD Policy		
Policy No:	POL_05_SITC	**Version No:**	V2.0
Prepared by:	Director of Academic Affairs, Operations Manager, Dean of Education, HR Manager, Registrar		
Policy Owners:	Academic Council, Director of Academic Affairs, Operations Manager, Dean of Education, HR Manager, Sales Director, Programme Leader(s)		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V1.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version V1.0 included generic staff development and included information on staff review which has been replaced by the new Staff Appraisal and Performance Management Policy (POL_05_SAPM). This update focuses more on induction, checklists, and CPD.		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• Staff Induction Content • Internal and External CPD Content • Professional Development Request form • Teaching, Learning, and Assessment Strategy		

Related Policies (if any):	• Equality, Diversity, and Inclusion Policy (POL_03_EDI) • Staff Recruitment and Selection Policy (POL_05_SRS) • Teaching and Learning Policy (POL_05_TL) • Staff Appraisal and Performance Management Policy (POL_05_SAPM)

5.3.2 POL_05_SITC: Purpose

The purpose of this policy is to establish the framework for staff induction, training, and Continuous Professional Development (CPD) at Chevron College. This ensures that all staff members are supported in their roles and equipped with the necessary skills and knowledge to contribute to the college's educational mission.

5.3.2.1 Glossary of Acronyms and Key Terms

- **Induction:** The structured introduction of new employees to the College's ethos, policies, systems, and procedures, enabling effective integration into their role and the organisational culture.
- **Mentor:** A designated staff member who provides guidance and support to new staff during their induction period.
- **CPD (Continuous Professional Development):** Formal and informal activities undertaken to maintain and enhance professional competence, knowledge, and performance.
- **Professional Development Plan (PDP):** A record of agreed development activities identified through appraisal, self-assessment, or departmental needs analysis.
- **Induction Checklist:** A structured document outlining the key activities, meetings, and compliance tasks each new employee must complete during their induction period.
- **CPD Log:** A record maintained by individual staff to document professional learning activities undertaken throughout the year.
- **Community of Practice:** A professional network within the College where staff share best practice, collaborate on teaching, learning, and research initiatives, and engage in peer support.

5.3.3 POL_05_SITC: Scope

This policy applies to all staff of Chevron College, academic, professional, operational, and administrative, whether full-time, part-time, or contracted. It covers:

- Pre-employment onboarding and induction for new staff.

- Mandatory compliance training (e.g., GDPR, health and safety, safeguarding, equality and inclusion, academic integrity).
- Discipline-specific and pedagogical induction for tutors, lecturers, and programme leaders.
- Ongoing CPD, including internal workshops, external training, conferences, seminars, and peer learning initiatives.
- Evaluation, monitoring, and recording of professional development activities.

5.3.4 POL_05_SITC: Policy Statement

Chevron College is committed to cultivating a culture of reflective practice, collaboration, and continuous learning. Through effective induction and CPD, staff are supported to excel in their roles, align with institutional objectives, and deliver high-quality teaching, learning, research, and support services.

The College recognises that the professional growth of its staff directly contributes to the enhancement of the learner experience and the achievement of strategic goals. It therefore provides structured, ongoing opportunities for professional learning, skill development, and cross-functional collaboration.

5.3.4.1 Induction Framework

The induction process ensures that every new staff member:

- Understands the College's mission, values, and governance structures.
- Is introduced to quality assurance systems, policies, and procedures relevant to their role.
- Receives training on mandatory compliance areas (e.g., data protection, safeguarding, equality).
- Is assigned a mentor or line manager to provide guidance during their probationary period.
- Engages in initial pedagogical or operational training appropriate to their position.
- Has access to essential resources, digital systems, and communication platforms (e.g., LMS, HR portal, SIS, Teams).

An induction checklist is provided to all new staff and completed within the first three months of employment and supported by their mentor(s).

All staff involved in the development, design, and redesign of programmes which have online elements, i.e., fully online and/or blended, will be required to have completed the mandatory

online programme development training pathway (or equivalent) if not already appropriately qualified. All staff involved in the delivery of programmes with online elements, i.e., blended and/or fully online, will be required to have successfully completed the mandatory digital pedagogy training pathway (or equivalent) if not already appropriately qualified.

5.3.4.2 Continuous Professional Development Framework

Chevron College promotes a CPD cycle based on reflection, planning, engagement, and review:

1. **Reflection:** Staff evaluate their current skills and identify development needs through self-assessment, feedback, and appraisal discussions.
2. **Planning:** Individual and departmental CPD goals are agreed with line managers and recorded in the Professional Development Plan (PDP).
3. **Engagement:** Staff participate in structured CPD activities such as internal workshops, webinars, mentoring, external conferences, and peer review.
4. **Review:** Outcomes are discussed during appraisal or mid-year review meetings, and records are updated in the CPD Log.

Priority CPD themes are informed by strategic objectives, sectoral trends, learner feedback, and academic quality reviews.

5.3.5 POL_05_SITC: Roles and Responsibilities

The Director of Academic Affairs, the Dean of Education, the Dean of Research and Ethics, the Registrar, the Sales Director, Programme Leaders, and the Operations Manager have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

The Director of Academic Affairs is responsible for organising induction programmes, oversees cross-college CPD, and develops the Staff Development Plan and budget.

The Dean of Education is responsible for developing and managing pedagogical CPD sessions, digital tools workshops, and the promotion of the CO-CREATES teaching and learning strategy.

The Operations Manager is responsible for managing the administrative setup for new staff, including IT services, payroll, and office orientation, and monitors CPD records.

Programme Leaders are responsible for promoting the development of a community of practice among their programme team, offer guidance on programme information, leads

development on content, and meets with academic staff to discuss potential issues and opportunities for improvement.

The Registrar supports the Director of Academic Affairs and Programme Leaders in facilitating networking opportunities and documenting best practices.

5.4 Mandatory Training Pathways

The **Online Programme Development Pathway** and the **Digital Pedagogy Pathway** directly support Chevron College's mission to deliver excellence in education and training by ensuring that all online and blended programmes are designed and delivered to the highest pedagogical standards. These pathways strengthen Chevron's strategic commitment to being responsive, innovative, and sustainable, by equipping staff with the skills required to design evidence-informed curricula, implement robust online teaching practices, and uphold academic integrity across all modes of delivery. They reflect the College's learner-centred ethos and Value Statement by embedding inclusivity, transparency, empowerment, collaboration, and innovation at the core of programme development and teaching practice.

The pathways operationalise the CO-CREATES model within the Teaching, Learning and Assessment (TLA) Strategy by ensuring that staff can apply its principles of scaffolded, interactive, and higher-order learning in both synchronous and asynchronous environments. By building staff capacity in instructional design, digital pedagogy and online assessment, these pathways enable Chevron College to meet its organisational goals, enhance the quality of the learner experience, and maintain alignment with QQI expectations and international best practice. Ultimately, they ensure that Chevron delivers on its strategic vision to make a meaningful social, economic, and cultural contribution through high-quality, future-focused education.

Both pathways are delivered through:

- Asynchronous online modules.
- Live (synchronous) workshops modelling evidence-based practice.
- Applied design tasks.
- Optional observed teaching and/or micro-teaching with structured feedback.

5.4.1 Online Programme Development Pathway

For Programme Development Team and Programme Leaders.

5.4.1.1 Purpose and Rationale

This pathway provides programme designers and leaders with the knowledge and evidence-based approaches required to create pedagogically robust, coherent and high-quality online

and blended programmes. Research demonstrates that well-designed online learning grounded in clear pedagogical models improves learner satisfaction, engagement and achievement. Constructive alignment remains fundamental to programme design in higher education.

5.4.1.2 Modules

5.4.1.2.1 1. Online Curriculum Design and Constructive Alignment

- Designing programme-level and module-level learning outcomes suitable for online and blended contexts.
- Aligning outcomes, teaching and learning activities, and assessments in accordance with constructive alignment principles.
- Ensuring consistent workload mapping and coherence across synchronous and asynchronous components.

5.4.1.2.2 2. Applying the Programme and Module Modality Decision Framework

- Using Chevron's Modality Decision Framework to justify in-person, blended or fully online delivery choices.
- Ensuring decisions are pedagogically driven and documented clearly for internal governance processes.
- Supporting alignment with best-practice digital education principles highlighted in recent scholarship.

5.4.1.3 3. Assessment Integrity and Academic Integrity in Online Programmes

- Designing assessments that reduce opportunities for misconduct, informed by research on contract cheating and assessment security.
- Emphasising authentic, applied assessment methods aligned to learning outcomes.
- Embedding academic integrity principles at programme level.

5.4.1.3.1 4. Programme Governance, Evaluation and Learning Analytics

- Using learning analytics to identify patterns of engagement, progression and challenges at programme level. Research supports analytics as a tool for proactive learner support and continuous improvement.
- Designing evaluation and monitoring approaches aligned to internal SEMR processes.
- Integrating programme-level evidence into governance reporting.

5.4.1.4 Participation Requirements

Programme designers and leaders must complete this pathway (or recognised equivalent) prior to submitting new programmes, revalidations or changes-of-mode for approval.

5.4.2 Digital Pedagogy Pathway

For Lecturers, Tutors, Teaching Staff and Learning Support staff.

5.4.2.1 Purpose and Rationale

This pathway provides teaching staff with the core pedagogical and practical skills needed to deliver high-quality online and blended learning. Research shows that online learning effectiveness is strongly related to teaching presence, social presence and cognitive presence, and that structured pedagogical professional development improves student engagement and outcomes.

5.4.2.2 Modules

5.4.2.2.1 1. Inclusive Digital Teaching and Universal Design for Learning (UDL)

- Applying UDL principles to create flexible, accessible learning materials and activities.
- Designing for diverse learners, including those with varying digital skills, connectivity and learning needs.

5.4.2.2.2 2. Synchronous Online Teaching and Learning

- Planning and facilitating interactive live sessions.
- Building teaching, social and cognitive presence in line with the Community of Inquiry framework.
- Using structured active-learning strategies supported by recent online teaching research.

5.4.2.2.3 3. Asynchronous Online Teaching and Learning

- Designing structured asynchronous activities (micro-lectures, scaffolded tasks, discussions).
- Ensuring clarity, sequencing and alignment to learning outcomes.
- Supporting self-regulation and engagement as evidenced in the literature.

5.4.2.2.4 4. Using the LMS and Teaching & Learning Toolbox

- Applying institutional minimum standards for course structure, navigation and presentation.

- Using LMS features (quizzes, assignments, rubrics, completion tracking, forums) to support engagement and feedback.
- Ensuring consistency across modules.

5.4.2.2.5 5. Academic Integrity, AI, and Assessment Practice

- Implementing assessment and feedback practices that uphold integrity and discourage misconduct.
- Communicating expectations clearly to learners.
- Applying institutional academic integrity procedures.

5.4.2.2.6 6. Learner Support, Communication and Analytics at Module Level

- Establishing clear communication routines (weekly announcements, reminders, feedback cycles).
- Using module-level analytics to detect early signs of disengagement and respond appropriately.
- Collaborating with learner support teams for targeted interventions.

5.5 Staff Appraisal and Performance Management Policy (POL_05_SAPM)

5.5.1 POL_05_SAPM: Policy Table

POLICY DETAILS			
Policy Name:	Staff Appraisal and Performance Management Policy		
Policy No:	POL_05_SAPM	**Version No:**	V1.0
Prepared by:	Director of Academic Affairs, Operations Manager, Dean of Education, HR Manager, Registrar		
Policy Owners:	College President, Management Board, Academic Council, Director of Academic Affairs, Operations Manager, Sales Director, Dean of Education, Registrar, Programme Leaders		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			

Previous Version No:	N/A	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	N/A		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• Staff Induction Content • Internal and External CPD Content • Professional Development Request form • Teaching, Learning, and Assessment Strategy • Self-Reflection Form • Appraisal Form • Performance Improvement Plan • Learning and Development Plan		
Related Policies (if any):	• Equality, Diversity, and Inclusion Policy (POL_03_EDI) • Grievances and Complaints Policy (POL_03_GC) • Staff Recruitment and Selection Policy (POL_05_SRS) • Staff Induction, Training and Development Policy (POL_05_SITC) • Teaching and Learning Policy (POL_05_TL) • Information and Data Management Polic (POL_09_IDM)		

5.5.2 POL_05_SAPM: Purpose

The purpose of this policy is to formalise Chevron College's approach to staff appraisal and performance management, ensuring a structured, transparent, and developmental process that supports both organisational objectives and individual professional growth.

Glossary of Acronyms and Key Terms

- **Appraisal:** A structured and documented process used to review, discuss, and evaluate an employee's performance, achievements, and professional development over a defined period, typically aligned with the academic year.
- **Appraisee:** The staff member whose performance is being evaluated during the appraisal process. The appraisee completes a self-reflection, participates in

discussions, and agrees on objectives and development plans with their line manager.

- **Appraiser:** The staff member, usually a line manager or supervisor, responsible for conducting the appraisal. The appraiser provides feedback, assesses performance, and supports the appraisee in identifying goals and professional development needs.
- **CPD:** Continuing Professional Development. Formal or informal activities undertaken to enhance professional knowledge and skills.
- **Learning and Development Plan (LDP):** A record of agreed professional development and training activities arising from the appraisal process. It identifies specific learning objectives, timeframes, and supports that enable the staff member to enhance their skills and contribute effectively to the College's objectives.
- **PIP:** Performance Improvement Plan. A documented plan for staff requiring targeted development to meet agreed standards.
- **SMART:** Specific, Measurable, Achievable, Relevant, and Time-Bound. A framework for writing clear evaluative goals.

5.5.3 POL_05_SAPM: Scope

This policy applies to all Chevron College employees across academic, professional, commercial, operational, and support divisions. It covers performance planning, mid-cycle reviews, end-of-year appraisals, learning and development planning, and performance-improvement procedures.

5.5.4 POL_05_SAPM: Statement

Chevron College is committed to maintaining a supportive and developmental performance culture where staff are encouraged to reflect on their achievements, identify opportunities for growth, and contribute to organisational improvement. The appraisal process provides a structured framework for staff and their line manager(s) to plan, review, and evaluate performance throughout the academic year.

5.5.4.1 Key Stages of Appraisal and Performance Management

1. Appraisal Preparation and Self-Reflection

At the beginning of each appraisal cycle, typically in January, all staff complete a self-reflection using the Self Reflection Form. This reflection records significant achievements, challenges, and training undertaken since the previous review (e.g., mandatory digital pedagogy training pathway). Staff identifies potential development needs or supports required for the upcoming year. Where no needs have been self-identified, staff should be

encouraged by their line manager to provide at least one aspect of their role where they would like to see improvement.

2. Initial Appraisal Meeting

In the first quarter, the appraiser (relevant line manager) meets with the appraisee (staff member being appraised) to discuss the self-reflection, agree performance objectives for the coming year, and identify learning and development needs. Objectives are recorded as SMART goals (Specific, Measurable, Achievable, Relevant, and Time-Bound) to ensure clarity and accountability.

Performance expectations are reviewed in relation to the staff member's role descriptor, relevant departmental or programme goals, and/or Chevron's strategic priorities.

3. Mid-Cycle Check-In

A brief check-in meeting takes place in the second to third quarter to discuss progress against agreed goals, review workload or project priorities, and update an existing Learning and Development Plan if required. This is an opportunity for appraisers to provide formative feedback and address any emerging challenges early in the cycle.

4. End-of-Cycle Review

The formal end-of-year review occurs in the fourth quarter. The appraisee and appraiser review the goals set at the start of the cycle, assess outcomes, and discuss professional achievements. A behaviour-anchored performance rating is assigned to each performance factor using the following levels: Exceeding, Succeeding, Developing, or Needs Improvement. The overall summary is recorded in the Appraisal Form, and a copy is retained by both parties.

If significant under-performance is identified, a Performance Improvement Plan (PIP) is agreed between the appraisee and their appraiser(s). The PIP outlines specific targets, support actions, timelines, and follow-up review dates.

5. Learning and Development Planning

The Learning and Development Plan is completed or updated following each appraisal cycle. It records approved training, professional development, or CPD activities which are then collated by and reviewed by the relevant member of the senior management team to feed into the management board's staff development plan and budget.

All records are maintained securely in accordance with the Information and Data Management Policy (POL_09_IDM).

5.5.5 POL_05_SAPM: Roles and Responsibilities

The Registrar has overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

The Management Board oversees implementation across all departments and ensure that adequate resources for staff development are available.

The Director of Academic Affairs administers the academic appraisal schedule, ensures alignment with academic quality standards, and reports aggregate findings to the Academic Council.

The Dean of Education leads pedagogical CPD and coaching arising from appraisal outcomes, supporting reflective teaching practice.

The Operations Manager coordinates the appraisal cycle for non-academic and operational staff, monitors completion, and maintains records.

Line Managers (appraisers) conduct appraisals and check-ins, agree SMART objectives, document progress, and support staff development.

Employees (Appraisees) complete the self-reflection in advance, participate in reviews, set goals collaboratively, and engage in agreed development activities.

5.6 TLA Strategy: CO-CREATES Model

Our Teaching, Learning, and Assessment (TLA) Strategy draws on Biggs (1999) model which operationalises teaching as a balanced system in which all components support each other. Biggs (1999) critical components within a balanced system. The CO-CREATES model was designed by Chevron College to quality assure the overall learner learning experience and create sustainable approaches to teaching and learning by:

- Creating an evidenced based framework for course design, that guarantees that higher-order learning is elicited and that the learning objectives are explicitly addressed
- Guiding the creation of engaging and stimulating e-learning materials
- Implementing the full range of pedagogic tools to elicit a deep and rich learning experience
- Supporting learners' academic autonomy by providing a balance between tutor-led teaching, project-based learning and scaffolding the skills of scholarship to elicit learner performance on activities directly related to learning objectives
- Nurturing a commitment to continuous learning and therefore equipping learners to flourish in a knowledge-based society

- Nurturing learner attributes to empower them to flourish in a rapidly changing work environment

5.6.1 Development of CO-CREATES Model

The College identified that it was necessary to develop a comprehensive TLA strategy to propel its capability to extend its scope. This TLA Strategy was developed and shaped by an open consultation with relevant stakeholders. Recent research in this area conceptualises learners as partners and not as consumers (Working Group on Student Engagement in Irish Higher Education, Higher Education Authority, April 2016). This TLA Strategy has evolved during three phases.

Phase 1 spanned from January 2018 to January 2021

It incorporated bi-annual consultations with current learners; these consultations involved surveys at the end of each semester followed by a more focused review of delivery with class reps and Programme Leaders at the end of each semester.

Phase 2 spanned from January 2021 to March 2021

This phase involved a consultation process with relevant internal and external stakeholders in relation to what they viewed as the most valued outcomes of the Teaching, Learning and Assessment process at Chevron College. We surveyed employers, staff and learners about what attributes and skills would support graduates to flourish in the VUCA environments they will need to work and flourish in post-graduation.

Phase 3 spanned from April 2021 to September 2021

This involved the development of Chevron College's Graduate Attribute Profile and Handbook based on the findings from the internal and external consultations. This profile underpins the current TLA strategy because it provides clarity around the attributes that we as an institution are aiming to nurture in our learners to support them to achieve employment post-graduation.

Acronym	Definition	Application
CO	**C**ontent **O**verview	Lectures and Interactive Learning Materials
C	**C**oncept	Lectures and Interactive Learning Materials
R	**R**ecall	Quizzes
E	**E**valuation and co-construction	Workshops and/or Webinars

A	**A**ctive discovery	Workshops and/or Webinars
T	**T**ask skills	Workshops and/or Webinars
E	**E**licit performance	Task Project Work
S	**S**caffold	Feedback

Table 09: Chevron's CO-CREATES Model

5.6.2 Instructional Materials

All Chevron College's instructional materials are developed in accordance with the CO-CREATES pedagogical principles devised by the College. The CO-CREATES model is a theoretical framework which determines the sequence and process of lesson design and structure. The CO-CREATES model was designed to ensure that higher order learning is achieved using a combination of synchronous and asynchronous activities. The framework emerged from Hibernia College's COACT model which extended the work of Säljö's (1979, 2004, 2010) hierarchy of learning that underpins work by The Goteburg Group (Gibbs et al., 1982) and later the ETL Project at the University of Edinburgh (Enwistle, 2004).

Our model is also consistent with Erik de Corte's (2004) characteristics of powerful learning environments:

- Good balance between discovery learning and personal exploration and systematic instruction and guidance
- Require learners to progressively increase their share of self-regulation
- Provide learners with opportunities to use a rich array of learning resources
- Provide learners with opportunities for social interaction and collaboration
- Allow for flexible adaptation of instructional support to accommodate individual differences and stages of learning
- Facilitate the acquisition of general learning and thinking skills throughout the curriculum

5.6.3 Learning Plan Development

When devising weekly learning plans, tutors are required to explicitly work through each step in the framework to ensure that each level is addressed this includes face-to-face, blended, and fully online sessions. Within the structure of the CO-CREATES framework, however, authors are free to choose whatever learning objects or teaching methods they feel are most suitable to achieve the learning outcomes. Within each weekly lesson plan learners:

- Engaging learners with face-to-face lectures (synchronous), pre-recorded lectures (asynchronous), and/or interactive digital content (synchronous or asynchronous).
- Take a short quiz (in class or online) to stimulate recall of key concepts.
- Supporting higher-order learning through synchronous webinars or virtual workshops.
- Enabling collaboration via in-class (synchronous) or online project-based tasks (synchronous or asynchronous).

The lecture covers the lower order thinking requirements. The webinar/ workshop supports learners to interpret, critically analyse and apply knowledge and to ensure higher order learning takes place. Learners are then asked to demonstrate performance of the weekly higher order learning objectives through their weekly project work (formative assessment). Feedback on this project work is provided to scaffold learning.

5.6.4 Collaborative and Innovative Teaching and Learning

Chevron College's model illustrates our deep commitment to provide a collaborative and innovative approach to teaching and learning where knowledge, understanding and skills are co-created between lecturer/practitioners, the learner, and their learner peers in an online learning community. The CO-CREATES model represents a critical and active approach to learning which is embedded within a Community of Inquiry and project-based learning framework. The instructional design model breaks the learning experience down into eight stages, illustrated in Figure 19: Promoting a Learning Ethos which reflects the progression from lower order to higher order learning. Chevron's model motivates learners to seek meaning through interpretation, critical analysis, and the application of knowledge.

Our approach to teaching and learning at Chevron College is based on building an online community of inquiry (COI) (Garrison, Anderson and Archer, 2000) where learners engage in collaborative Project-based learning (Maida, 2011). In an online context, COI refers to a group of learners who collaboratively engage in focused and purposeful dialogue and reflection. Our model extends this to embed project-based learning within a COI framework. Educators at Chevron establish the environmental conditions which foster curiosity, creativity, and which develop learners' belief in their own creative potential and agency. Project-based learning establishes the conditions for learners to develop the types of skills that will support them to thrive in a VUCA world (Bennis and Nanus, 1985)

Lee and colleagues (2014) define project-based learning as "a systematic teaching method that engages learners in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed projects and tasks". Buck Institute of Education (2013) outline six guiding criteria for making projects both rigorous and relevant.

These are known as the Six A Model:

1. the project presents an **authentic** real-world challenge
2. the project is **academically** rigorous, demanding breadth and depth
3. learners **apply learning** by using high performance skills such as working in teams, communicating ideas, and organizing and analysing information
4. learners engage in **active exploration** by gathering information from various resources
5. learners interact and make **adult connections**
6. various formal and informal **assessment practices** are embedded within the projects

Project-based learning supports the process of creating new knowledge and allows learners to test and achieve their ideas in the way they want. This promotes their agency, innovation and competence (Guo et al., 2020). This approach stimulates learners to confirm personal meaning and to create mutual understanding. In this way knowledge and understanding are viewed as being co-created within the Chevron model.

The COI theoretical framework has its genesis in the work of John Dewey, and it is based on constructivist approaches. It elicits deep and meaningful learning experiences through three interdependent processes: social presence, cognitive presence and teaching presence (Garrison, Anderson and Archer, 2000). Social presence is created in an online teaching environment when purposeful communication can take place in a trusting environment, where learners can project their individual personalities and develop trusting interpersonal relationships with other learners.

In Chevron, social presence takes place on closed group forums, in virtual breakout rooms, and when learners present their project work to their whole class group at webinars. Teaching presence refers to the design, facilitation and direction of processes which are both cognitive and socially stimulating for learners so they can achieve educationally worthwhile and individually meaningful learning outcomes. During project work the role of the tutor is underpinned by a constructivist perspective therefore the role shifts from expert providers of knowledge to facilitators of learning who provide regular scaffolding. Chevron tutors have open drop in zoom calls for each module for 6 hours per week, this provides learners with direct access to tutor support on an ongoing basis where required. Cognitive presence refers to the process where learners construct and reaffirm meaning through reflection and discourse, again this takes place during project work and is reinforced by our ipsative approach to assessment. Ipsative assessment is a self-referencing evaluation method that compares an individual's current performance or traits against their own past performance, focusing on personal growth, progress, and internal development.

5.6.5 Development of Assessments Using the CO-CREATES Model

At Chevron College, we strive to develop assessments that are valid, reliable, fair, transparent, inclusive, and authentic. We believe in implementing design assessment practices that help to deepen learner understanding. The assessment tasks should be clearly aligned with the teaching and learning resources and the learning outcomes (and marking criteria). This approach should enable learners to demonstrate their achievement of these outcomes and facilitate robust decisions. Within each programme, a range of assessment instruments should be used without overreliance on a single approach (please refer to the assessment guidelines: Appendix 4). Further, programmes need to avoid overassessment of learners and maximise the opportunity for learners to learn from previous assessments. Formative assessment is embedded in the Co-CREATES model and this is a powerful educational tool. The Teaching for Understanding framework (Blythe, 1998) supports educators to take learners beyond the simple mastery of facts to being able to apply knowledge flexibly in unfamiliar contexts. The framework helps educators to supports learners to feel prepared for assessment because this approach:

- Elucidate topics, concepts, and skills that are worth understanding (Co-CREATES: Lecture)
- Articulates goals that help learners focus on the most important aspects of those topics (CO-CREATES: Lecture, Workshops, Project Tasks and Feedback on Formative Project Tasks)
- Engage learners in challenging learning experiences that help to build and demonstrate their understanding (CO-CREATES: Workshops and Project-based learning and Feedback)
- Design assessment practices that help to deepen learner understanding
- The teaching for understanding framework demonstrates clear synchrony between, curriculum design and teaching, learning, and assessment practices. This is the model that Chevron implements through CO-CREATES and it supports reflective collaborative learning communities of lecturers and learners.

5.6.6 Blend of online/face-to-face learning

New QQI-validated programmes at Chevron College are typically designed to be a blend of directed and self-directed learning with a mix of synchronous and asynchronous delivery. Asynchronous delivery can be provided through pre-recorded lectures and slides, with supplemental videos, readings etc to allow self-paced learning and enable learners to access course content and support as needed. Synchronous delivery takes place during live virtual webinars (e.g., Zoom, Teams, etc.) and on the discussion forum on Chevron's LMS,

so learners can ask questions and receive feedback from tutors and/or other learners in real time. Module content and supports would be subject to ongoing quality assurance in response to lecturer and learner feedback.

Enrolled learners on higher education programmes will be invited to an induction day at the Killeshin Hotel, Portlaoise, or a similar venue, at the start of each semester. This induction will be mandatory and will provide an opportunity for learners to meet with their lecturers, Learner Support Advisor, the programme administration team, and their fellow in person. The Programme Leader will make a presentation on the upcoming modules to be studied and explain the learning resources and assessment techniques that will be deployed (see the Learner Induction Policy (POL_08_LI) for additional information. Delivery of the module uses an online Flipped Classroom approach as follows:

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

Within each weekly lesson plan, learners will:

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

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

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

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

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

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

5.7 Teaching and Learning Policy (POL_05_TL)

5.7.1 POL_05_TL: Policy Table

POLICY DETAILS			
Policy Name:	Teaching and Learning Policy		
Policy No:	POL_05_TL	**Version No:**	V2.1
Prepared by:	Academic Council, Dean of Education, Director of Academic Affairs, Dean of Research and Ethics, Registrar		
Policy Owners:	Academic Council, Dean of Education, Director of Academic Affairs, Registrar, Programme Leader(s), Programme Team, Programme Development Manager		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V2.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version V.1 uses the updated Policy No. naming convention. Changed from POL_15_TL to POL_05_TL. Version V2.0 includes a formalised policy table that outlines key metadata such as revision history, related documents, and associated policies. The revisions to the Teaching and Learning Policy formalise and expand its framework and incorporates the CO-CREATES model and defines key principles such as learner-centred learning, inclusive education, and blended learning, emphasising a structured and strategic approach. Responsibilities are clearly allocated across roles, and new sections detail curriculum design, teaching methods, assessment practices, and professional development for staff. These updates build on the previous version's focus on flexible, engaging educational environments by providing a comprehensive structure to ensure		

	academic quality, inclusivity, and continuous improvement.
RELATED ITEMS	
Related Internal Documents and/or External Information (if any):	• Qualifications and Quality Assurance (Education and Training) Act 2012 • Core Statutory Quality Assurance Guidelines • Sector Specific Independent/Private Statutory Quality Assurance Guidelines • Topic Specific: Blended Learning Programmes Statutory Quality Assurance Guidelines for Providers of Blended Learning and Fully Online Learning Programmes • 2015 European Standards and Guidelines (ESG) • Chevron's CO-CREATES Model
Related Policies (if any):	• New Programme Development Policy (POL_04_NPD) • Assessment of Learners Policy (POL_06_AOL) • Academic Integrity Policy (POL_06_AIN) • Artificial Intelligence (AI) Framework Policy (POL_09_AIF) • Artificial Intelligence (AI) Usage Policy (POL_09_AIU)

5.7.2 POL_05_TL: Purpose

The purpose of this policy is to outline the principles and strategies that guide teaching and learning at Chevron College. This policy is designed to ensure that all teaching practices support a high-quality learning experience for learners, promote academic excellence, and foster an inclusive and engaging educational environment.

5.7.3 POL_05_TL: Scope

This policy applies to all teaching staff, learners, and educational support personnel at Chevron College. It covers all aspects of teaching and learning, including curriculum design, instructional methods, assessment practices, learner support, and professional development for staff in both face-to-face and blended delivery. The policy is relevant to all programmes offered at Chevron College across all levels and disciplines.

5.7.4 POL_05_TL: Policy Statement

Chevron College is committed to providing an outstanding educational experience that prepares learners for success in their academic and professional careers. Chevron College's model illustrates our deep commitment to provide a collaborative and innovative approach to

teaching and learning where knowledge, understanding and skills are co-created between lecturer/practitioners, the learner, and their learner peers in an online learning community. The CO-CREATES model represents a critical and active approach to learning which is embedded within a Community of Inquiry and project-based learning framework. The CO-CREATES model was designed to quality assure the overall learner learning experience and create sustainable approaches to teaching and learning by:

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

5.7.4.1 Key Principles and Definitions

- **Learner-Centred Learning:** An approach to education that focuses on the needs, abilities, and learning styles of the learner, encouraging active participation and engagement in the learning process.
- **Inclusive Education:** The practice of creating a learning environment where all learners, regardless of their background, abilities, or learning preferences, have equal access to educational opportunities and resources.
- **Curriculum Design:** The process of developing course content, learning outcomes, and assessment methods that are aligned with the educational objectives of Chevron College and meet the needs of learners.
- **Assessment for Learning:** A formative assessment approach that provides ongoing feedback to learners, helping them understand their progress and areas for improvement.
- **Blended Learning:** A teaching method that combines traditional face-to-face instruction with online learning activities, providing flexibility and enhancing the learning experience.

Chevron College is dedicated to fostering a culture of continuous improvement in teaching and learning by adopting innovative instructional methods, promoting inclusivity, and ensuring that learners are actively engaged in their educational journey.

5.7.4.2 Key Focus

- **Curriculum and Programme Design:** Chevron College will design and deliver curricula that are aligned with industry standards, meet the needs of the learner community, and are regularly reviewed to ensure relevance and academic rigour. Learning outcomes will be clearly defined, and curricula will be structured to facilitate the achievement of these outcomes through appropriate teaching methods and assessment strategies.
- **Teaching Methods:** Chevron College promotes a variety of teaching methods, including lectures, seminars, workshops, practical sessions, and online learning, to cater to different learning styles and enhance learner engagement. Active learning techniques, such as group work, problem-based learning, and case studies, will be encouraged to foster critical thinking and collaborative skills.
- **Assessment and Feedback:** Assessment methods will be varied and aligned with learning outcomes to provide a comprehensive evaluation of learner achievement. Formative assessments will be used to give learners feedback during their courses, while summative assessments will measure their final understanding and performance. Feedback will be timely, constructive, and focused on helping learners improve their understanding and skills.
- **Professional Development for Staff:** Chevron College is committed to the continuous professional development of its teaching staff. Opportunities for training in innovative teaching methods, educational technology, and subject-specific expertise will be provided. Staff will be encouraged to engage in reflective practice and peer review to continuously enhance their teaching effectiveness.

5.7.5 POL_05_TL: Roles and Responsibilities

The Registrar, Director of Academic Affairs, Dean of Education, and the Programme Leaders have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

Teaching staff are responsible for delivering high-quality instruction that meets the educational objectives of Chevron College. They must design and implement curricula that are engaging, inclusive, and aligned with industry standards. Teaching staff are also

responsible for providing timely and constructive feedback to learners, fostering a positive learning environment, and engaging in ongoing professional development.

Learners are expected to actively participate in their educational journey, engaging with course materials, attending classes, completing assignments, and seeking feedback to improve their understanding. They are responsible for adhering to academic integrity and contributing to a positive and inclusive learning environment.

Programme Leaders are responsible for overseeing the delivery of academic programmes, ensuring that curricula are up-to-date and aligned with industry standards. They must support teaching staff in the implementation of effective teaching strategies and assessment methods and ensure that the needs of learners are being met.

The Academic Council is responsible for setting the strategic direction for teaching and learning at Chevron College. This includes approving curricula, ensuring the quality of teaching and assessment practices, and promoting innovation in education. The Council also oversees the professional development of teaching staff and ensures that all programmes meet the academic standards of the institution.

Learner Support Services are responsible for providing academic and pastoral support to learners, helping them succeed in their studies. This includes offering resources such as tutoring, counselling, and study skills workshops, as well as ensuring that learners with disabilities or special needs have access to appropriate accommodations.

5.8 Fully Online Teaching and Learning Policy (POL_05_FOTL)

5.8.1 POL_05_FOTL: Policy Table

POLICY DETAILS			
Policy Name:	Fully Online Teaching and Learning Policy		
Policy No:	POL_05_FOTL	**Version No:**	V2.0
Prepared by:	Academic Council, Dean of Education, Director of Academic Affairs, Dean of Research and Ethics, Registrar		
Policy Owners:	Academic Council, Dean of Education, Director of Academic Affairs, Registrar, Programme Leader(s), Programme Team, Programme Development Manager		

Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	N/A	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version V.1 uses the updated Policy No. naming convention. Changed from POL_16_FOTL to POL_05_FOTL.		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• Qualifications and Quality Assurance (Education and Training) Act 2012 • Core Statutory Quality Assurance Guidelines • Sector Specific Independent/Private Statutory Quality Assurance Guidelines • Topic Specific: Blended Learning Programmes Statutory Quality Assurance Guidelines for Providers of Blended Learning and Fully Online Learning Programmes • 2015 European Standards and Guidelines (ESG) • Chevron's CO-CREATES Model		
Related Policies (if any):	• New Programme Development Policy (POL_04_NPD) • Assessment of Learners Policy (POL_06_AOL) • Academic Integrity Policy (POL_06_AIN)		

5.8.2 POL_05_FOTL: Purpose

The purpose of this policy is to outline the principles, strategies, and standards that govern the design, delivery, and continuous improvement of fully online teaching and learning at Chevron College. This policy ensures that fully online learning provides an engaging, inclusive, and high-quality experience for learners while meeting academic and industry standards.

5.8.3 POL_05_FOTL: Scope

This policy applies to all fully online programmes and modules delivered by or on behalf of Chevron College, including academic, professional, and skills-based courses. It

encompasses teaching staff, programme leaders, learners, and support personnel involved in fully online learning.

5.8.4 POL_05_FOTL: Policy Statement

Chevron College is committed to delivering innovative, inclusive, and high-quality fully online education. The College's approach to online teaching is underpinned by the CO-CREATES model, which provides a robust pedagogical framework to ensure that online teaching and learning is engaging, learner-centred, and academically rigorous. This model supports the development of higher-order learning by incorporating collaborative, project-based, and reflective learning practices.

The CO-CREATES model ensures that course content is structured to:

- Provide a balance between self-directed learning and guided instruction.
- Engage learners with interactive, multimedia-rich materials.
- Facilitate social and cognitive presence through synchronous webinars, online discussions, and collaborative tasks.
- Enable ongoing formative assessment to support learner progress and scaffold higher-order learning.

5.8.4.1 Key Principles and Definitions

Chevron College's fully online teaching and learning approach is guided by the following key principles and definitions, ensuring consistency, quality, and inclusivity across all online programmes:

- **Learner-Centred Learning:** Fully online teaching focuses on the needs, abilities, and preferences of learners, promoting self-directed learning while providing the necessary support to help them achieve their goals.
- **Inclusivity:** Online learning environments are designed to be accessible to all learners, regardless of location, ability, or background, with appropriate accommodations and support where needed.
- **Flexibility:** Fully online learning allows learners to access content and engage with activities at their own pace, balancing personal, professional, and academic commitments.
- **Collaborative Learning:** Leveraging digital tools and the CO-CREATES framework, fully online learning fosters interaction and knowledge sharing among peers and educators.
- **Assessment for Learning:** A formative assessment approach is integrated into online learning, providing learners with regular, constructive feedback that enhances

their understanding and performance.

- **Technology-Enhanced Learning:** The use of interactive multimedia resources, online discussion forums, virtual breakout rooms, and Learning Management Systems (LMS) enriches the learning experience and supports engagement.

5.8.4.2 Key Focus

Chevron College is committed to ensuring that fully online teaching and learning is a robust, flexible, and high-quality mode of education. While offering significant opportunities, fully online delivery presents unique challenges that are addressed proactively through strategic focus on the following areas:

- **Curriculum Design and Alignment:** Fully online programmes are designed to ensure that all learning activities and assessments align with stated outcomes. The CO-CREATES framework provides a structured pedagogical approach that balances synchronous and asynchronous learning to support engagement and deep learning. Regular curriculum reviews ensure relevance to academic, professional, and industry standards.
- **Learner Engagement and Retention:** Fully online environments focus on fostering active participation to mitigate potential risks such as learner isolation or disengagement. Interactive synchronous activities, including live polls, breakout rooms, and discussion forums, are coupled with engaging asynchronous content, such as multimedia learning materials. Continuous formative feedback and the use of learning analytics tools (e.g., Moodle) help monitor learner progress and engagement.
- **Quality of Teaching and Learning:** Fully online delivery requires adaptation of traditional teaching methods to online-specific pedagogies. Staff are trained in dynamic facilitation for synchronous sessions and robust instructional design for asynchronous delivery. Chevron College leverages innovative teaching methods, such as problem-based and project-based learning to enhance critical thinking and practical application.
- **Technology Infrastructure and Accessibility:** Chevron College ensures that its IT infrastructure supports seamless online delivery, providing mobile-friendly platforms and robust technical support. Accessibility is prioritised by designing content that adheres to international standards (e.g., WCAG 2.1) and offering tailored solutions for learners in rural areas or those with limited internet connectivity.
- **Assessment Integrity and Innovation:** Assessments are designed to be authentic, inclusive, and resistant to academic misconduct. Strategies include proctoring

software for synchronous exams, plagiarism detection tools, and formative assessments that focus on applied learning. Assessment design emphasises higher order thinking and the application of knowledge.

- **Professional Development for Staff:** Tutors receive ongoing training in online teaching techniques, educational technologies, and learner engagement strategies. Instructional designers collaborate with teaching staff to develop interactive and engaging content. Professional development ensures that staff remain confident and capable in fully online delivery.
- **Regulatory Compliance and Quality Assurance:** Fully online programmes adhere to QQI's Blended Learning Guidelines and other regulatory standards. Detailed records of programme design, delivery, and assessment strategies ensure compliance and transparency. Regular reviews, stakeholder consultations, and external validation maintain alignment with academic and professional requirements.
- **Equity and Inclusion:** Chevron College is committed to addressing barriers faced by socio-economically disadvantaged learners and those with additional needs. Digital literacy training, accessibility-compliant platforms, and targeted support services ensure an equitable learning experience for all.
- **Risk Management and Continuous Improvement:** Acknowledging potential risks such as learner disengagement, technical disruptions, and staff workload, Chevron College proactively mitigates these through structured planning, phased implementation, and regular feedback mechanisms. Pilot programmes and iterative reviews drive continuous improvement.

5.8.4.3 Staff Training and Development for Blended and/or Online Programmes

Staff involved in the development and design of blended and/or online programmes and staff involved in the delivery of blended and/or online programmes will be required to complete one or both of the following training pathways:

- **Online Programme Development Pathway:** Core modules for Programme Leaders and Programme Development Team members that will cover online curriculum design, constructive alignment for fully online/blended programmes, assessment integrity online, use of the Programme and Module Design Framework, etc.
- **Digital Pedagogy Pathway:** Core modules for all lecturing/tutoring staff delivering online/blended modules that will further cover inclusive digital teaching, using Moodle and the T&L Toolbox effectively, managing synchronous/asynchronous engagement, academic integrity online, etc.

5.8.5 POL_05_FOTL: Roles and Responsibilities

The Registrar has overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

Teaching staff are responsible for designing and delivering high-quality, interactive, and inclusive online instruction, aligned with the CO-CREATES framework and learning outcomes. They ensure timely and constructive feedback for learners and integrate innovative teaching practices into their online delivery.

Programme leaders oversee the delivery of online programmes, ensuring that curricula and instructional materials are aligned with the CO-CREATES framework, up-to-date, and relevant to industry standards. They also support teaching staff in implementing effective online teaching strategies.

Learners are expected to actively engage with all aspects of their online learning, including participating in webinars, engaging with course materials, and completing collaborative and individual assessments. They are also responsible for adhering to academic integrity standards and contributing to a positive online learning community.

Learner Support Services provide technical, academic, and pastoral support to learners in fully online programmes. They ensure that learners have access to appropriate resources, including tutoring, counselling, and accommodations for learners with additional needs.

5.9 Tutor Observation Policy (POL_05_TO)

5.9.1 POL_05_TO: Policy Table

POLICY DETAILS			
Policy Name:	Tutor Observation Policy		
Policy No:	POL_05_TO	**Version No:**	V1.0
Prepared by:	Academic Council, Dean of Education, Director of Academic Affairs, Dean of Research and Ethics, Registrar		
Policy Owners:	Academic Council, Dean of Education, Director of Academic Affairs, Registrar, Programme Leader(s), Programme Team, Programme Development Manager		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026

Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	N/A	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	N/A		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• Qualifications and Quality Assurance (Education and Training) Act 2012 • Core Statutory Quality Assurance Guidelines • Sector Specific Independent/Private Statutory Quality Assurance Guidelines • Topic Specific: Blended Learning Programmes Statutory Quality Assurance Guidelines for Providers of Blended Learning and Fully Online Learning Programmes • 2015 European Standards and Guidelines (ESG) • Chevron's CO-CREATES Model • Mandatory Training Pathways		
Related Policies (if any):	• New Programme Development Policy (POL_04_NPD) • Staff Induction, Training, and CPD Policy (POL_05_SITC) • Staff Appraisal and Performance Management Policy (POL_05_SAPM) • Teaching and Learning Policy (POL_05_TL) • Fully Online Teaching and Learning Policy (POL_05_FOTL) • Assessment of Learners Policy (POL_06_AOL) • Academic Integrity Policy (POL_06_AIN)		

5.9.2 POL_05_TO: Purpose

The purpose of this policy is to formalise Chevron College's approach to tutor observation as an optional, developmental service available to teaching staff, and as a structured quality

mechanism only where required by external bodies (e.g., Education and Training Boards (ETBs), professional regulators, and/or awarding bodies).

Tutor observation supports high-quality teaching and learning across all delivery modes by:

- Providing an optional, supportive route for tutors to obtain structured feedback and coaching on their practice.
- Meeting external or contractual requirements for formal observation where these apply.
- Supporting the implementation of the CO-CREATES model and informing individual and collective Continuous Professional Development (CPD) in line with Mandatory Training Pathways (5.2), Staff Induction, Training, and CPD Policy (POL_05_SITC) (5.4), and Staff Appraisal and Performance Management Policy (POL_05_SAPM) (5.5).

5.9.3 POL_05_TO: Scope

This policy applies to all staff who teach, tutor, supervise, and/or facilitate learning on programmes delivered by or on behalf of Chevron College in further and higher education including across all modalities (i.e., fully-online, blended, and/or in-person teaching sessions).

5.9.4 POL_05_TO: Policy Statement

Chevron College provides tutor observation as an optional, developmental support for teaching staff, with participation encouraged but not required unless mandated by an external body (such as an ETB, professional regulator, or awarding body) or agreed as part of a formal Performance Improvement Plan (PIP) under Staff Appraisal and Performance Management Policy (POL_05_SAPM). The purpose of tutor observation is to enhance teaching quality, promote reflective practice, and strengthen alignment with the College's Teaching and Learning Policy (POL_05_TL), Fully Online Teaching and Learning Policy (POL_05_FOTL), and the CO-CREATES model.

Optional observations offer tutors the opportunity to receive structured, constructive feedback, explore new teaching strategies, and identify CPD needs in a supportive environment. Observations focus on learner engagement, inclusive practice, clarity of instruction, effective application of the CO-CREATES framework, and alignment between teaching activities and learning outcomes. Tutors may decide whether outcomes from optional observations contribute to their appraisal or professional development planning.

Where observation is a requirement of an external body or a Performance Improvement Plan (PIP), the process follows the same structured approach, but participation is compulsory and outcomes may be used as part of compliance, monitoring, or performance enhancement processes. In all cases, feedback must be evidence-based, developmental in tone, and aligned with the College's commitment to quality, academic integrity, and learner-centred education.

The observation process includes pre-observation preparation, observation of teaching using the Tutor Observation and Feedback Form, a feedback discussion, and the completion of an action plan and tutor reflection where relevant. Observations may take place in face-to-face, blended, or fully online environments, using the approved Tutor Observation and Feedback Form. Records are stored securely in line with the Information and Data Management Policy (POL_09_IDM), and aggregated findings may inform institutional CPD planning and quality enhancement activities.

Tutor observation is designed to support a collaborative reflective teaching culture and to ensure that high-quality, inclusive, and evidence-informed practice remains central to the learner experience at Chevron College.

5.9.5 Roles and Responsibilities

The Registrar has overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

The Director of Academic Affairs oversees the tutor observation framework, ensures alignment with institutional teaching and learning standards, and confirms where external bodies require mandatory observations. The Director also monitors observation trends to support quality enhancement.

The Dean of Education provides pedagogical leadership for the observation process, ensures alignment with the CO-CREATES model, and uses observation outcomes to inform CPD and teaching enhancement initiatives.

Programme Leaders and/or Line Managers coordinate observation activity within their programmes, ensure tutors are aware of optional and mandatory elements, conduct or assign appropriate observers, and support follow-up actions where relevant.

Observers provide evidence-based, constructive feedback using the approved observation form, adopt a supportive developmental approach, and ensure timely completion and submission of observation records.

Tutors may opt into developmental or peer observations and, where required by an external body or a formal performance process, participate in mandatory observations. Tutors

engage in reflective practice, consider feedback for enhancement, and complete the reflection section of the observation form where applicable.

5.10 Developing Online Competencies and Expertise

Chevron recognises that the delivery of fully online synchronous and asynchronous programmes offers significant opportunities for flexibility, accessibility, and innovation in teaching and learning. However, it also presents a range of potential risks that could impact the quality, equity, and overall success of the provision. Identifying these risks early and implementing proactive mitigation strategies ensures that the online delivery aligns with Chevron College's commitment to excellence, complies with regulatory standards, and meets the diverse needs of learners and staff.

While subject expertise and academic standing are essential criteria in recruiting appropriate staff, the College will make specific efforts to seek out individuals with pedagogical and assessment skills appropriate to blended learning for example, in designing a programme, understanding the pedagogical differences within a curriculum in a blended learning environment and expertise in educational technology. Staff engaged to support online learners will either demonstrate previous experience of online provision or will be provided with appropriate training. Staff will be encouraged to engage in CPD on all aspects of blended learning delivery. The appointment of suitable staff and sub-contractors will continue to support the development of blended learning provision at Chevron College.

Chevron College also values innovation in the use of technology to enhance teaching and learning. Staff will be encouraged to propose new digital tools or platforms that could improve the delivery of online and blended programmes. Suggestions should be made to the Dean of Education or the Programme Leader, who will coordinate the initial review of the proposed tool or platform. Recommendations deemed appropriate will be submitted to the Quality Policies and Procedures Committee (QPPC) for formal evaluation to ensure that any new technology aligns with pedagogical goals, technical requirements, cybersecurity standards, and regulatory compliance.

5.11 Risks and Mitigation for Fully Online Delivery

The following key risks and corresponding strategies have been outlined below:

5.11.1 Learner Engagement and Retention

Potential Risk: Fully online environments, especially asynchronous ones, can lead to a lack of real-time interaction and feelings of isolation. For synchronous delivery, learners may struggle to maintain focus during long virtual sessions or experience "Zoom fatigue"

(Bailenson, 2021). In asynchronous settings, learners with lower self-motivation or time management skills may fall behind, particularly if there is no structure or regular check-ins. Learners engaged in fully online learning – especially asynchronous learning – often report feelings of isolation (Kauffman, 2015) which can reduce motivation and persistence. Learners in rural areas of Ireland may also face challenges with stable internet connections which can disrupt synchronous learning.

Potential Mitigation Strategies:

- Implement live interactive sessions (e.g., polls, breakout rooms) to create a collaborative environment for synchronous sessions.
- Develop engaging multimedia content (e.g., Articulate Rise) and incorporate discussion forums with structured prompts to facilitate interaction in asynchronous sessions.
- Provide continuous formative feedback and engagement monitoring using tools like Moodle's learning analytics (Ifenthaler, 2017)
- Incorporate structured peer interaction opportunities (e.g., group projects, forums, and live webinars) to reduce feelings of isolation.
- Provide robust induction programmes tailored for online learning, ensuring learners understand expectations and available supports.

5.11.2 Quality of Teaching and Learning

Potential Risk: Moving to fully online delivery may compromise quality if teaching staff are unprepared for the pedagogical shift. Traditional face-to-face or blended teaching methods cannot simply be transposed to an online environment without modification. For example, synchronous delivery requires dynamic facilitation to keep learners engaged, while asynchronous delivery demands robust instructional design to ensure clarity and engagement. Without proper training and resources, the learning experience can become passive and uninspiring (Means et al., 2013).

Potential Mitigation Strategies:

- Develop a Policy specifically for Fully Online teaching and learning
- Invest in continuous professional development for educators focusing on online synchronous and asynchronous delivery methods.
- Use robust instructional design frameworks such as Gilly Salmon’s Five Stage Model to scaffold online learning (Salmon, 2013).
- Employ digital tools for both synchronous (e.g., MS Teams, Zoom) and asynchronous delivery (e.g., interactive videos, e-portfolios).

- Use instructional designers to collaborate with faculty in creating engaging interactive online content.
- Align programme delivery with QQI's Blended Learning Guidelines (2020) to ensure quality assurance.

5.11.3 Technology Infrastructure and Accessibility

Potential Risk: Ireland's geographic diversity means that some learners, especially in rural areas, may struggle with poor broadband or access to devices, disproportionately affecting participation in synchronous classes. Technology malfunctions, both on the learner and institution side, can disrupt learning and undermine confidence in fully online programmes. Asynchronous learners may also face challenges with platform compatibility or outdated devices leading to frustration and disengagement.

Potential Mitigation Strategies:

- Conduct a readiness assessment of Chevron College's existing IT infrastructure to ensure it supports a fully online environment.
- Provide learners with detailed guidance on accessing the required technology and offer technical support services.
- Adopt mobile-friendly platforms to accommodate learners who rely on smartphones for access (Gikas & Grant, 2013).

5.11.4 Assessment Integrity

Potential Risk: In fully online provision, especially asynchronous assessment, there is a heightened risk of academic misconduct, such as plagiarism, contract cheating, or unauthorised collaboration. The lack of in-person invigilation for synchronous exams or a robust authentication process for asynchronous submissions can exacerbate these risks. Additionally, learners may experience heightened anxiety about the fairness of online assessments, particularly if they lack experience with digital tools (Davis et al., 2019).

Potential Mitigation Strategies:

- Employ proctoring software and plagiarism detection tools to uphold assessment integrity.
- Design assessments that focus on applied learning and higher-order thinking, which are harder to cheat (Mellar et al., 2018).
- Use formative assessments to reduce reliance on high stakes testing.

5.11.5 Regulatory and Compliance Challenges

Potential Risk: Fully online programmes are subject to rigorous scrutiny under QQI's Blended Learning Guidelines and must demonstrate equivalence in quality to in-person and blended provision. Non-compliance with standards for programme design, delivery, and assessment could lead to reputational risks or loss of validation. Synchronous delivery must ensure consistent learning outcomes across different session timings, while asynchronous content must be designed to meet standards for accessibility and learner interaction. It is important for Chevron to regularly consult QQI guidelines and maintain detailed records of programme design, delivery, and assessment strategies. It is also important to engage with external stakeholders, including industry representatives, employers, and accrediting bodies, to ensure programmes meet regulatory standards and market needs.

Potential Mitigation Strategies:

- Align all programme design, delivery, and assessments with QQI's Blended Learning Guidelines and best practice, in general, for synchronous and asynchronous online programmes.
- Conduct regular reviews and seek QQI validation and other stakeholder buy-in (and accreditation where necessary) early in the development process.
- Provide clear documentation of how asynchronous and synchronous components meet learning objectives.

5.11.6 Equity and Inclusion

Potential Risk: Learners from socio-economically disadvantaged backgrounds or those with limited digital skills are typically at a higher risk of exclusion. Synchronous learning assumes consistent internet and device access, which may not be realistic for all learners. Asynchronous learning may fail to address accessibility needs (e.g., for learners with disabilities or neurodiverse conditions), particularly if content is not optimised for screen readers or lacks captioning and transcripts. Without targeted support, vulnerable learners could fall behind or withdraw.

Potential Mitigation Strategies:

- Provide targeted digital literacy training for both learners and staff.
- Ensure online platforms and content comply with accessibility standards (e.g., WCAG 2.1).
- Offer alternative pathways or blended options for learners unable to participate fully online.

5.11.7 Institutional Reputation

Potential Risk: A poorly executed transition to fully online provision can harm Chevron College's reputation as a quality education provider. Technical issues during synchronous classes, poorly designed asynchronous materials, or high learner dropout rates can lead to negative feedback, reducing trust among prospective learners and stakeholders. As fully online programmes often compete on a global stage, substandard delivery risks damaging both domestic and international market appeal.

Potential Mitigation Strategies:

- Pilot fully online programmes with limited enrolment before scaling up.
- Collect and analyse feedback from learners, staff, and external reviewers to make continuous improvements.
- Highlight the successes of online programmes through strategic marketing efforts.

5.11.8 Staff Workload and Resistance

Potential Risk: Transitioning to fully online provision may significantly increase staff workload, particularly in designing asynchronous materials or managing the technical aspects of synchronous sessions. Resistance to change can arise if staff perceive the move as undermining traditional teaching methods or requiring excessive adaptation. Without adequate training and resources, staff may feel overwhelmed, leading to burnout or reduced quality in teaching, support, and assessment (Cutri et al., 2020).

Potential Mitigation Strategies:

- Involve staff in decision-making processes to foster buy-in and address concerns.
- Provide adequate time, resources, and incentives for staff to adapt to online teaching.
- Use phased implementation to prevent overwhelming staff.

5.11.9 Learner Outcomes and Satisfaction

Potential Risk: Irish learners may perceive fully online programmes, particularly asynchronous ones, as less valuable compared to blended or in-person experiences. This perception could be reinforced by poor communication from staff, lack of real-time interaction, or technical issues. For synchronous learning, learners may find the rigid schedule less flexible than asynchronous alternatives – particularly those balancing employment or caregiving responsibilities. In both modes, inconsistent or low levels of tutor interaction can reduce satisfaction.

Potential Mitigation Strategies:

- Clearly communicate the benefits of online learning, including flexibility and accessibility.
- Regularly survey learners to gauge satisfaction and address issues promptly.
- Maintain high levels of interaction between faculty and learners to replicate the personal connection of blended learning (Richardson et al., 2017).

5.12 Work Integrated Learning Policy (POL_05_WIL)

5.12.1 POL_05_WIL: Policy Table

POLICY DETAILS			
Policy Name:	Work Integrated Learning Policy		
Policy No:	POL_05_WIL	**Version No:**	V2.0
Prepared by:	Academic Council, Dean of Education, Director of Academic Affairs, Dean of Research and Ethics, Registrar		
Policy Owners:	Academic Council, Dean of Education, Director of Academic Affairs, Registrar, Programme Leader(s), Programme Team, Programme Development Manager		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V1.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version V.1 uses the updated Policy No. naming convention. Changed from POL_31_WILP to POL_05_WIL. Additionally, version 1.0 was a broader policy that combined both work placement and work integrated learning which was placed in section 08: Supports for Learners. It was recommended by the Academic Council to separate these into two standalone policies.		

RELATED ITEMS	
Related Internal Documents and/or External Information (if any):	• Qualifications and Quality Assurance (Education and Training) Act 2012 • Core Statutory Quality Assurance Guidelines • Sector Specific Independent/Private Statutory Quality Assurance Guidelines • Topic Specific: Blended Learning Programmes Statutory Quality Assurance Guidelines for Providers of Blended Learning and Fully Online Learning Programmes • 2015 European Standards and Guidelines (ESG) • Chevron's CO-CREATES Model • QQI's QA Guidelines on Work Integrated Learning • European Framework for Quality and Effective Apprenticeships and Work Based Learning
Related Policies (if any):	• New Programme Development Policy (POL_04_NPD) • Assessment of Learners Policy (POL_06_AOL) • Academic Integrity Policy (POL_06_AIN) • Work Experience and Placement Policy (POL_08_WEP) • Artificial Intelligence (AI) Framework Policy (POL_09_AIF) • Artificial Intelligence (AI) Usage Policy (POL_09_AIU)

5.12.2 POL_05_WIL: Purpose

The purpose of this policy is to define the principles, procedures and quality-assurance expectations that govern every Work Integrated Learning (WIL) activity at Chevron College.

5.12.3 POL_05_ WIL: Scope

The policy applies to all WIL components embedded in Further or Higher Education and Training programmes, micro-credentials or stand-alone modules, including but not limited to:

- industry or community consultancy projects.
- service-learning and social-innovation briefs.
- simulated or virtual work environments.
- hackathons, incubators, and entrepreneurial challenges.

Regulated work placements are covered separately in POL_08_WEP.

5.12.4 POL_05_ WIL: Policy Statement

Chevron College is committed to work integrated learning that is authentic, inclusive and constructively aligned. All WIL must:

- Integrate the eight CO-CREATES stages, so that learners progress from foundational knowledge to higher-order application and reflection.
- Embed Community of Inquiry principles (social, cognitive and teaching presence) through collaborative online, blended, and/or face-to-face engagement.
- Apply project-based learning methods that present authentic, complex challenges requiring teamwork, research, creativity and iterative problem-solving.
- Include guided, critical reflection via e-portfolios, blogs or vlogs that demonstrate achievement of programme learning outcomes.
- Ensure equitable access and inclusion, providing reasonable accommodations and proactive bias-mitigation in partner selection, team formation and assessment.
- Remain learner-centred, with clearly articulated support structures that nourish learner autonomy.

Work-Integrated Learning (WIL) in Irish third-level education is defined in QQI's 2025 consultation papers as an umbrella term for work-related learning activities that can take place in the workplace, on campus or online; it must always be underpinned by a three-way partnership between the learner, the education provider and at least one external stakeholder who supplies authentic tasks to be formally assessed against National Framework of Qualifications learning outcomes. Real-life or in-situ WIL includes apprenticeships, internships, placements and fieldwork where learners carry out tasks with real consequences for the host organisation; simulated WIL, described in the international literature as an immersive experience that emulates workplace functions with employer input, covers both high-fidelity physical mock-ups (e.g. moot courts, training restaurants) and digital or virtual-reality scenarios, enabling safe, repeatable practice. Other recognised formats, provided they retain the tri-partite structure and are credit-bearing, comprise industry or community projects, remote/virtual placements, on-campus enterprises, micro-placement sprints and service-learning.

5.12.5 POL_05_ WIL: Roles and Responsibilities

The Registrar, Director of Academic Affairs, Dean of Education, and the Programme Leaders have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

Teaching staff are responsible for delivering high-quality instruction that meets the educational objectives of Chevron College. They must design and implement curricula that are engaging, inclusive, and aligned with industry standards. Teaching staff are also responsible for providing timely and constructive feedback to learners, fostering a positive learning environment, and engaging in ongoing professional development.

Learners are expected to actively participate in their educational journey, engaging with course materials, attending classes, completing assignments, and seeking feedback to improve their understanding. They are responsible for adhering to academic integrity and contributing to a positive and inclusive learning environment.

Programme Leaders are responsible for overseeing the delivery of academic programmes, ensuring that curricula are up-to-date and aligned with industry standards. They must support teaching staff in the implementation of effective teaching strategies and assessment methods and ensure that the needs of learners are being met.

The Academic Council is responsible for setting the strategic direction for teaching and learning at Chevron College. This includes approving curricula, ensuring the quality of teaching and assessment practices, and promoting innovation in education. The Council also oversees the professional development of teaching staff and ensures that all programmes meet the academic standards of the institution.

Learner Support Services are responsible for providing academic and pastoral support to learners, helping them succeed in their studies. This includes offering resources such as tutoring, counselling, and study skills workshops, as well as ensuring that learners with disabilities or special needs have access to appropriate accommodations.

5.13 Mentorship Policy (POL_05_MEN)

5.13.1 POL_05_MEN: Policy Table

POLICY DETAILS			
Policy Name:	Mentorship Policy		
Policy No:	POL_05_MEN	**Version No:**	V1.0
Prepared by:	Academic Council, Dean of Education, Director of Academic Affairs, Dean of Research and Ethics, Registrar		
Policy Owners:	Academic Council, Dean of Education, Director of Academic Affairs, Registrar, Programme Leader(s), Programme Team,		

	Programme Development Manager		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	N/A	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:			
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• Qualifications and Quality Assurance (Education and Training) Act 2012 • Core Statutory Quality Assurance Guidelines • Sector Specific Independent/Private Statutory Quality Assurance Guidelines • Topic Specific: Blended Learning Programmes Statutory Quality Assurance Guidelines for Providers of Blended Learning and Fully Online Learning Programmes • 2015 European Standards and Guidelines (ESG) • HSE Mentoring Guidelines (2023) • Chevron's CO-CREATES Model • QQI's QA Guidelines on Work Integrated Learning • European Framework for Quality and Effective Apprenticeships and Work Based Learning		
Related Policies (if any):	• New Programme Development Policy (POL_04_NPD) • Tutor Observation Policy (POL_05_TO) • Work Integrated Learning Policy (POL_05_WIL) • Assessment of Learners Policy (POL_06_AOL) • Academic Integrity Policy (POL_06_AIN) • Work Experience and Placement Policy (POL_08_WEP)		

5.13.2 POL_05_MEN: Purpose

The purpose of this policy is to define the principles and expectations that govern mentorship at Chevron College. Mentorship focuses on the developmental relationship between a mentor and a learner, staff member, or researcher. It is not primarily concerned with formal assessment, placement hours, or externally sourced practice environments, but instead with guidance, professional development, knowledge-sharing, and personal growth.

5.13.3 POL_05_MEN: Scope

This policy applies to:

- external professionals who provide mentorship in the context of structured support linked to Chevron College programmes.
- learners engaged in formal or informal mentorship relationships facilitated by Chevron College.
- academic and professional staff who act as mentors to learners, peers, or junior colleagues.
- research supervisors and professional mentors supporting learners in project- or research-based contexts.
- institutional initiatives where mentorship is a structured element of a programme or development scheme.

5.13.4 POL_05_MEN: Policy Statement

Chevron College recognises mentorship as a structured yet flexible practice that enhances professional identity, academic growth, and lifelong learning. Mentorship should be guided by shared responsibility, clear boundaries, a commitment to professional and ethical standards in all mentoring relationships, and a commitment to the holistic development of mentees.

5.13.4.1 Professional, Academic, and Personal Development

The following principles apply to all forms of mentorship at Chevron College, including mentorship provided by external professionals. Mentorship must be centred on supporting learners' professional identity, academic achievement, and personal confidence. By providing structured guidance, mentors enable learners to navigate transitions, prepare for employment, and strengthen self-efficacy. A systematic review of mentoring in higher education confirms that mentoring consistently supports student career development, particularly during transitional stages such as entry to higher education or progression into the workplace (Nabi et al., 2024).

5.13.4.2 Constructive Dialogue and Reflection

Mentorship should provide space for constructive dialogue and reflection, enabling learners to critically evaluate their experiences and build autonomy. Structured peer mentoring has been shown to enhance student engagement, wellbeing, and reflective learning in higher education, contributing to academic success and personal development (Le, Sok and Heng, 2024). Mentors should therefore integrate reflective practices such as guided discussions, feedback loops, and goal setting into the mentoring process.

5.13.4.3 Developmental Rather than Supervisory Role

Mentorship at Chevron College is intended to be developmental rather than supervisory. Mentors act as guides and role models rather than assessors, helping mentees build resilience, confidence, and professional identity. Evidence shows that developmental approaches to mentoring are more effective for advancing student career outcomes and identity formation than managerial or evaluative models (Nabi et al., 2024).

5.13.4.4 Confidentiality and Clear Expectations

Effective mentorship is founded on trust, which is built through confidentiality and clearly defined expectations. Mentors and mentees should agree on communication norms, meeting frequency, and boundaries at the outset of their relationship. Research demonstrates that structured mentoring programmes which emphasise clear expectations and mentor training foster stronger and more sustainable mentoring outcomes (Young et al., 2024).

5.13.4.5 Equality, Diversity, and Inclusion

Mentorship at Chevron College must actively promote inclusivity, ensuring all learners can access guidance and support equitably. Inclusive mentoring practices, such as mentor training in cultural competence and bias awareness, have been shown to strengthen belonging and authenticity among students from diverse backgrounds (Young et al., 2024). Chevron College is committed to embedding these inclusive practices across all mentorship activities.

5.13.4.6 Alignment with Chevron College Values

Mentorship must align with Chevron College's institutional values of professionalism, innovation, flexibility, equality, customer service, and cost effectiveness. Research confirms that mentoring initiatives are most impactful when they are embedded within institutional strategy and supported by organisational structures (Nabi et al., 2024). Chevron College will therefore integrate mentorship into programme and institutional frameworks to ensure sustainability and long-term benefit.

5.13.4.7 Mentorship in Work Experience Contexts

Some programmes at Chevron College require learners to engage in mentored work experience. In these contexts, mentors are typically external professionals who support the learner's integration into the workplace, provide informal guidance, and model good practice. They are not responsible for formal assessment or supervision but for facilitating reflective dialogue, encouraging professional growth, and help learners to feel supported and confident in engaging with professional practice.

5.13.4.8 Boundaries and Escalation in Work Experience Mentorship

External mentors are not responsible for the supervision, evaluation, or management of learners' professional practice. Their role is to provide guidance, support, and opportunities for reflective learning. Where a learner raises a concern relating to practices that may appear inappropriate, unsafe, or ethically questionable, the mentor should listen, encourage reflection, and advise the learner to report the matter in accordance with the host organisation's established reporting procedures. External mentors must not investigate, intervene in, or attempt to resolve such matters directly unless this is an explicit function of their role within the host organisation. Chevron College does not supersede the internal quality assurance or governance systems of host organisations. However, mentors may inform learners that, if they require additional guidance, they may contact a designated College representative.

5.13.5 POL_05_MEN: Roles and Responsibilities

The Registrar has overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

The Academic Council endorses mentorship as part of Chevron's strategic framework for learner and staff development.

The Dean of Education and Director of Academic Affairs work in tandem to ensure that mentorship initiatives are appropriately resourced, promoted, and aligned with programme and institutional goals.

The Dean of Research and Ethics provides oversight of mentorship arrangements that involve research or ethical considerations, ensuring that such mentorship aligns with the College's Research Ethics Framework and promotes integrity, compliance, and responsible conduct in all research-related activities.

Programme Leaders identify opportunities for structured mentorship within programmes and support staff in matching learners with appropriate mentors.

Mentors (staff, external professionals, or peers) provide guidance, share knowledge, encourage reflection, and model professional behaviours without acting as assessors.

Mentees (learners or staff) take responsibility for their own development by engaging proactively, preparing for mentorship meetings, reflecting on guidance, and respecting the agreed boundaries.

Learner Support Advisors provide training, resources, and mediation support for mentorship relationships where necessary.

These roles collectively ensure that mentorship activities, whether internal or external, are conducted in alignment with Chevron College's quality assurance and ethical standards

5.14 Promoting a Learning Ethos

Chevron College's learning ethos is to create flexible, scaffolded, challenging, and imaginative educational contexts in which learning can flourish through active discovery and discourse. Chevron tailors its provision for learners who were excluded from traditional models of provision because they need to study primarily from their home or from their workplace. The College seeks to encourage lifelong learning and many of its learners are returning to education with a wide range of work and life experiences which can be used to enrich the overall teaching and learning process.

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

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

See Figure 19: Promoting a Learning Ethos on the next page.

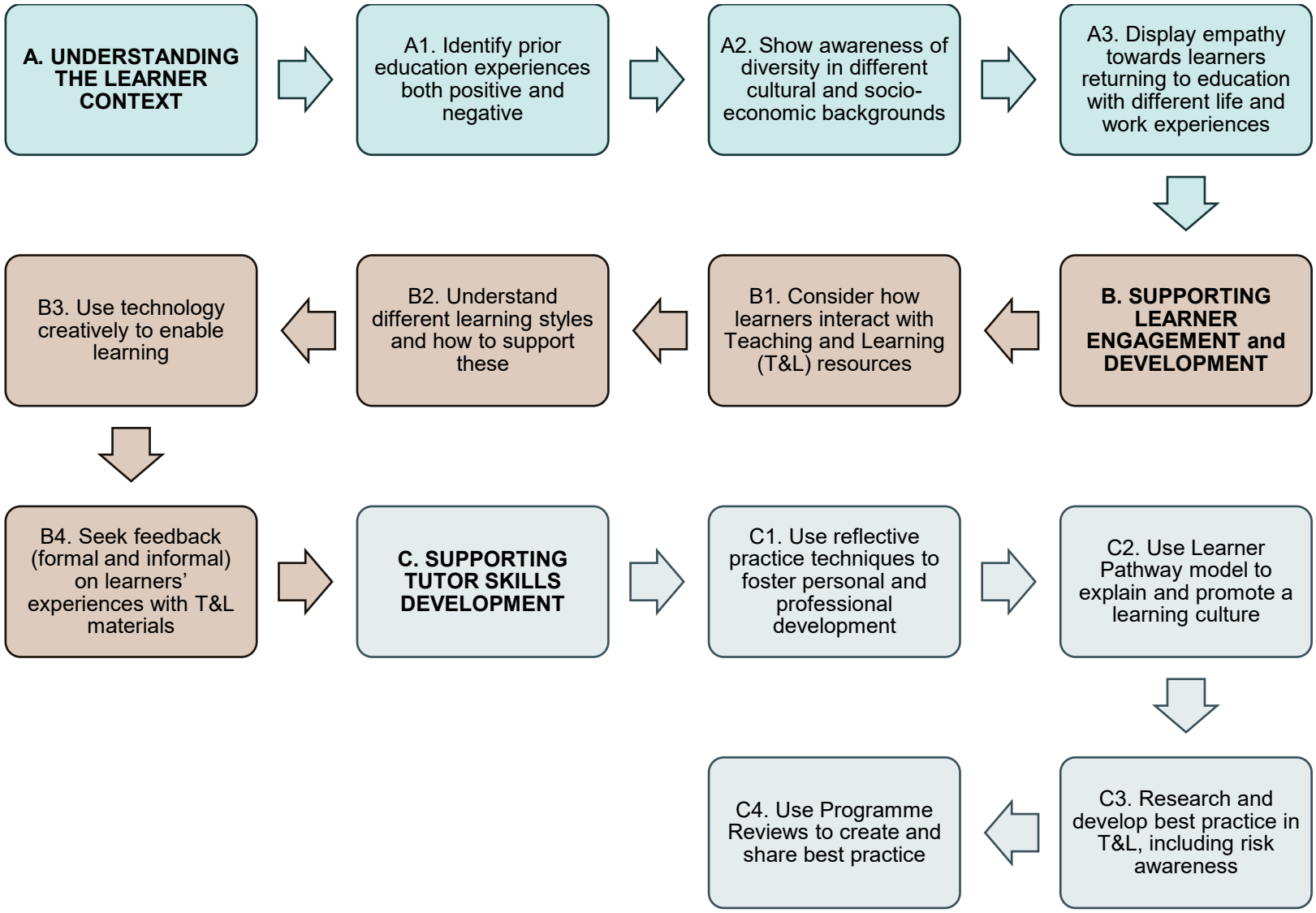

Figure 19: Promoting a Learning Ethos

5.15 Benchmarking

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

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

5.16 Pedagogical Methods and the Learning Experience in FET

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

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

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

5.17 Pedagogical Methods and the Learning Experience in HET

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

Chevron has developed this comprehensive TLA Strategy to engineer its capability to extend its scope to successfully design and deliver agile Higher Education degree programmes (Department of Further and Higher Education 2021- 2023) which are congruent with the task of Higher Education (Laukkonen et al., 2018. OECD, 2019. UNESCO, 2021). This TLA

strategy underpins our approach to providing an education which will scaffold graduates' capabilities to flourish in a VUCA world.

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

5.18 Learning Environments and Online Delivery

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

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

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

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

- Learning resources adopt a Chevron 'house style', combining a mix of text-based materials, video and audio content with the aim of meeting different learning styles.
- Lecturers/Tutors will be required to adhere to agreed timelines with the Programme

Leader on the uploading of content and assessment tasks.

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

5.19 The Learner Experience

All programmes are delivered with an array of supports which learners may use in a manner which suits their own individual learning and specific needs. Learners can access these independently or through guidance from their lecturer/tutor, depending on the programme design and resources.

As part of the programme induction process, each learner is provided with a Programme Handbook, acting as both a term of engagement and core reference for their programme of

study. Learner supports are designed to assist in developing learner confidence and independent study skills, including:

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

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

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

The quality of learning supports and opportunities for enhancement are formally reviewed as part of the annual Programme Review process. In addition, lecturers/tutors and administrators will respond to queries from learners during day-to-day programme delivery, alerting the Programme Leader and Dean of Education, who will report to the Director of Academic Affairs on any areas of concern or potential areas for improvement. As part of this process, the Dean of Education will monitor the arrangements that make reasonable efforts to ensure blended learning experiences are accessible to all learners, including learners with disabilities. The Dean of Education will prepare an Annual Report for review by the Academic Council who will monitor feedback on Learning Supports as part of its academic oversight brief, making recommendations for enhancements to the Management Board via the Director of Academic Affairs.

For more information on Learning Supports see Section 07: Supports for Learners.

5.20 Monitoring the Learning Experience

Procedures for enrolling new learners on blended and online programmes are designed to prepare learners for autonomous, independent learning using technology supports.

5.20.1 Planning

Before learners start their course, the planning phase ensures that expectations are clearly communicated to them. This includes signposting what learners can expect from their courses during the enrolment process. Teaching and Learning (T&L) planning is designed to promote independence and autonomy in learners, using technology as a tool to support learning. The overall T&L strategy is built on a "constructive alignment" model, focusing on aligning learning outcomes with assessment to ensure clarity and coherence in the educational process.

5.20.2 Delivery

During the delivery phase, learners receive detailed information about course delivery, which is made available on the Chevron College website. The tuition team takes responsibility for the course content and learner support, ensuring that the learning experience is tailored to meet the diverse needs of learners. A variety of delivery styles are used to accommodate different learning preferences, and core reference materials, such as QQI validation packs and special requirements forms, are provided to ensure consistency in the delivery process.

5.20.3 Monitoring and Formal Review

Learner experience is continuously monitored through surveys conducted during and after the course. These surveys gather feedback on the quality of content, learner support, and tutor effectiveness. The programme team also engages in regular feedback sessions, including team meetings and Programme Reviews, to identify opportunities for improvement. Formal review meetings, which include the Academic Council, Programme Reviews, and other stakeholders, are held to assess the overall learner experience and ensure continuous improvement within Chevron College.

The processes used to ensure that learners' experiences meet and exceed expectations are outlined in Figure 20: Monitoring the Learner Experience on the next page.

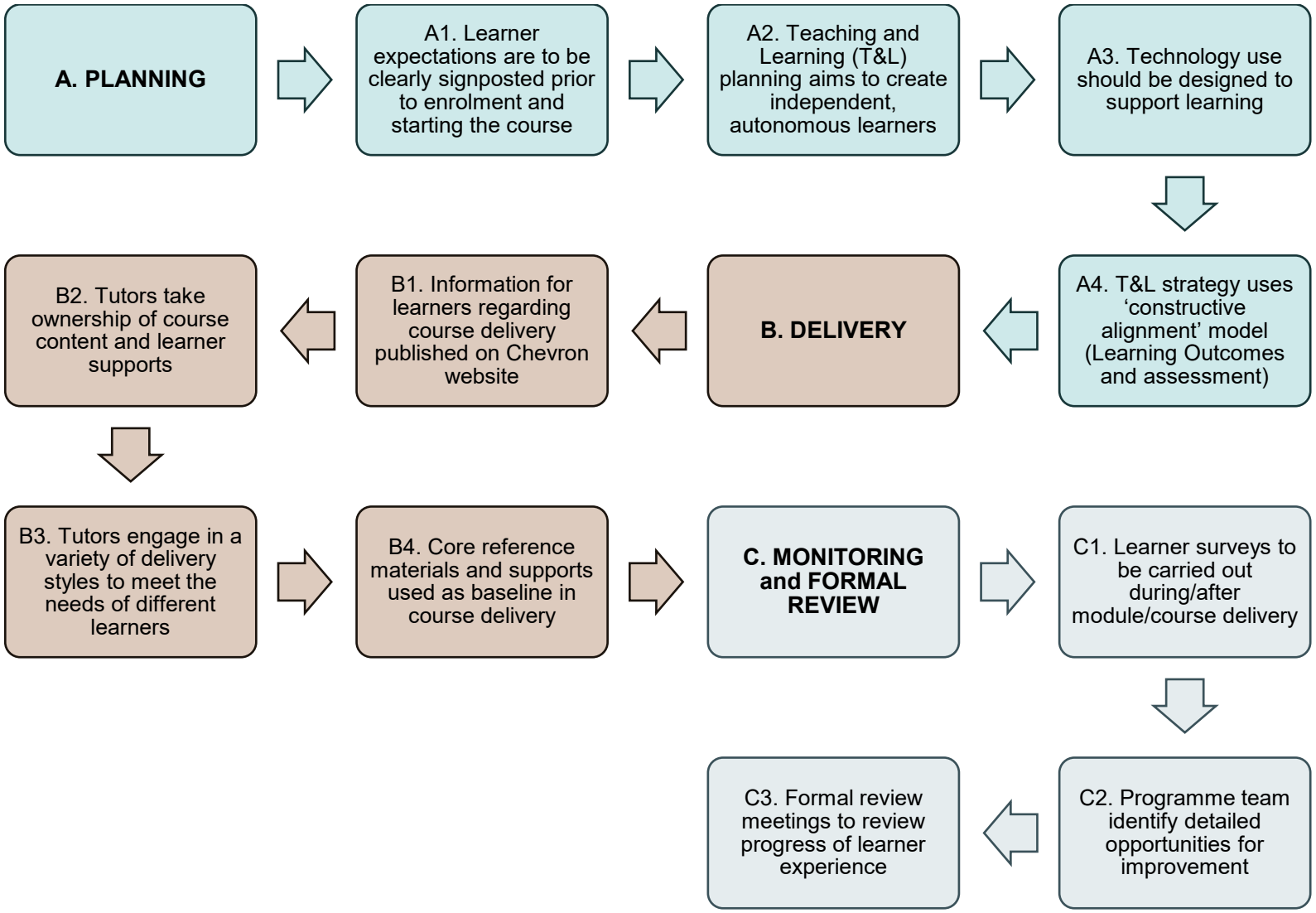

Figure 20: Monitoring the Learner Experience Process

6 LEARNER ASSESSMENT

6.1 Chevron's Assessment Framework

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

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

In order to demonstrate that learners have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete assessment. The assessments for programmes offered may include, but is not limited to, assessment techniques such as Projects, Assignments, Learner Records, Portfolios of work, Examination (Theory), Skills Demonstration, Case Study, and Supervisor's Reports.

6.2 Assessment of Learners Policy (POL_06_AOL)

6.2.1 POL_06_AOL: Policy Table

POLICY DETAILS			
Policy Name:	Assessment of Learners Policy		
Policy No:	POL_06_AOL	**Version No:**	V2.1
Prepared by:	Academic Council, Dean of Education, Director of Academic Affairs, Registrar		
Policy Owners:	Academic Council, Management Board, Dean of Education, Director of Academic Affairs, Registrar, Programme Leader(s), Lecturers/Tutors, Programme Administrator(s), Learner Support Advisors		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026

Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V2.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 2.1 uses the updated Policy No. naming convention of using the chapter number instead of a chronological numbering system. Changed from POL_17_AOL to POL_06_AOL. Version V2.0 includes a formalised policy table that outlines key metadata such as revision history, related documents, and associated policies. The revisions in Version 2.0 consolidate and unify the separate FET and HET assessment policies into a single, comprehensive framework applicable across all programmes at Chevron College from Levels 4 to 9. The new policy integrates references to a broader range of relevant guidelines and standards and explicitly aligns assessment practices with QQI and Irish legislative requirements. It standardises the principles of fairness, transparency, inclusivity, and continuous improvement across all levels. Key updates include expanded definitions of assessment types, clear guidance on reasonable accommodations, and robust quality assurance mechanisms for submission, grading, and feedback. Additionally, Version 2.0 enhances the focus on academic integrity and introduces detailed roles and responsibilities for all stakeholders, creating a more cohesive and applicable assessment framework.		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• Assessment and Standards Revised (2022) • Assuring Assessment, Guidelines for Providers (2013) • Core Statutory Quality Assurance Guidelines (2016) • Sector Specific Quality Assurance Guidelines for Independent/Private Providers (2016) • National Strategy for Higher Education for 2030 • Expanding Our Understanding of Assessment and		

	Feedback in Irish Higher Education (2017) • Assessment Of/For/As Learning (2016) • Education Indicators for Ireland (2024) • National Framework of Qualifications Ireland • Academic Integrity Guidelines • The Principles and Operational Guidelines for The Implementation of a National Approach to Credit in Irish Higher Education and Training (2005)
Related Policies (if any):	• Teaching and Learning Policy (POL_05_TL) • Academic Integrity Policy (POL_06_AIN) • Reasonable Accommodations Policy (POL_06_RA) • Recheck, Review, and Appeals Policy (POL_06_RRA) • Artificial Intelligence (AI) Framework Policy (POL_09_AIF) • Artificial Intelligence (AI) Usage Policy (POL_09_AIU)

6.2.2 POL_06_AOL: Purpose

The purpose of this policy is to provide a comprehensive framework for the assessment of learners enrolled in both higher and further education programmes at Chevron College. This policy ensures that assessments are conducted in a manner that is fair, consistent, and supportive of the educational objectives while complying with relevant Irish legislation and Quality and Qualifications Ireland (QQI) guidelines.

6.2.3 POL_06_AOL: Scope

This policy applies to all programmes delivered by Chevron College which lead to awards within the National Framework of Qualifications (NFQ) from Levels 4 to 8 and for both FET and HET. It encompasses all forms of assessment, including but not limited to written examinations, coursework, practical assessments, presentations, group work, and continuous assessments.

6.2.4 POL_06_AOL: Policy Statement

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

Chevron's assessment policies and have been developed with reference to and support the following principles:

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

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

6.2.4.1 Key Values

- **Assessment Alignment and Design:** Assessments across both higher and further education programmes will be designed to measure the achievement of specific learning outcomes as detailed in programme and module descriptors. The assessment methods will be appropriate to the level of the programme within the NFQ, reflecting the academic, vocational, or applied nature of the course.
- **Compliance with QQI Guidelines:** All assessments will adhere to the principles and standards set out by QQI and will comply with relevant Irish legislation, including the Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended). This ensures that assessment practices are consistent with national standards and that qualifications awarded by Chevron College are recognised within the NFQ.

- **Fairness, Transparency, and Objectivity:** Chevron College is committed to ensuring that assessments are conducted fairly and objectively. Clear assessment criteria, marking schemes, and moderation processes will be in place to ensure consistency. Assessment criteria will be communicated to learners at the beginning of each module or course, and transparency will be maintained throughout the assessment process.
- **Inclusivity and Reasonable Accommodations:** The College recognises the diverse needs of its learner population and will provide reasonable accommodations in assessments to ensure that all learners, including those with disabilities or special educational needs, have an equal opportunity to succeed. This will be done in line with QQI guidelines and relevant Irish legislation, including the Equal Status Acts 2000-2018.
- **Academic Integrity:** Chevron College upholds the highest standards of academic integrity. Learners are expected to complete assessments honestly and without plagiarism or other forms of academic misconduct. The College will address any instances of academic misconduct in accordance with its Academic Integrity Policy, which aligns with QQI's expectations on upholding academic standards.
- **Assessment Feedback and Support:** Providing constructive, timely, and relevant feedback is a key element of Chevron College's assessment approach. Feedback will be aligned with the assessment criteria and aimed at supporting learners' academic and vocational development. The College will also provide support and guidance throughout the assessment process, ensuring learners understand what is required and have the resources to succeed.
- **Continuous Improvement and Quality Assurance:** Chevron College is committed to the continuous improvement of its assessment practices. This includes regular reviews of assessment methods, gathering feedback from learners and external examiners, and ensuring assessments remain aligned with current best practices as outlined by QQI. The College's Quality Assurance Office will oversee these processes to ensure compliance with internal and external quality standards.

6.2.5 POL_06_AOL: Roles and Responsibilities

The Dean of Education has overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy and has executive responsibility for the management of assessment and for ensuring that it is conducted in accordance with Chevron’s policy and procedures as agreed with national and international regulations and

best practice. Programme specific assessment management will be the responsibility of identified Programme Leader(s).

Programme Leaders are responsible for ensuring that assessment strategies are aligned with programme learning outcomes and QQI guidelines. They will also oversee the consistency and fairness of assessments within their programmes.

Module Leaders and Tutors are responsible for designing and implementing assessments that reflect the learning outcomes of their modules, ensuring assessments are fair, transparent, and in line with the College's standards. They are also responsible for providing timely and constructive feedback to learners.

Tutors and Assessors are responsible for marking assessments in accordance with the provided criteria and maintaining objectivity and fairness in their evaluation. They will also support learners through the provision of clear instructions and constructive feedback.

Learners are responsible for engaging with the assessment process, meeting deadlines, and adhering to the College's standards of academic integrity. They are also expected to actively seek and apply feedback provided by assessors.

The programme administrative staff are responsible for overseeing the administration of assessments and ensuring they meet the required standards. This includes the administration of examinations, coordination of external verification where necessary, and ensuring compliance with QQI guidelines and domestic regulations.

6.3 Assessment Techniques

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

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

6.3.1 Planning Assessments

The planning of assessments at Chevron is broken into three stages.

6.3.1.1 Assessment Resources

In the assessment planning process, a variety of resources are utilised to ensure robust and fair assessments. These include the QQI component specifications and validation pack, which provide the foundational guidelines for assessments and to better align the assessment criteria with course delivery. Essential tools such as assignment marking plans, marking schemes, and feedback tools like Plagiarism/similarity detection software are used to ensure transparency and consistency in evaluation. Handbooks for learners and tutors provide clarity on expectations, while online assessment protocols and defined roles within the tuition team further streamline the process. Continuous professional development (CPD) opportunities are identified to enhance teaching, learning, and assessment practices.

6.3.1.2 Assessment Planning

The planning phase begins before the course commences and includes careful reflection on both programme delivery and assessment methods. Comprehensive assessment guidelines are developed, considering all key aspects of the curriculum. The process involves reviewing QQI specifications, aligning assessments, and customising these guidelines using Chevron's in-house layouts. Special attention is given to the use of technology, such as Plagiarism/similarity detection software, to uphold the integrity of assessments, ensuring they function in a manner that supports both the quality of the process and the learner's experience.

6.3.1.3 Preliminary Checks and Approvals

The final stage of assessment planning involves checks and approvals to ensure all components are ready for implementation. Marking sheets and marking schemes are developed, and the Programme Leader must formally approve the assessment briefs. Assessors for each part of the assessment are identified and informed, ensuring clarity and preparation across the team. Distribution of assessment plans follows, ensuring all relevant parties are informed. Additionally, CPD opportunities are identified to address potential areas for improvement in assessment methodologies, ensuring consistency and fairness in marking.

See Figure 21: Assessment Planning on the next page.

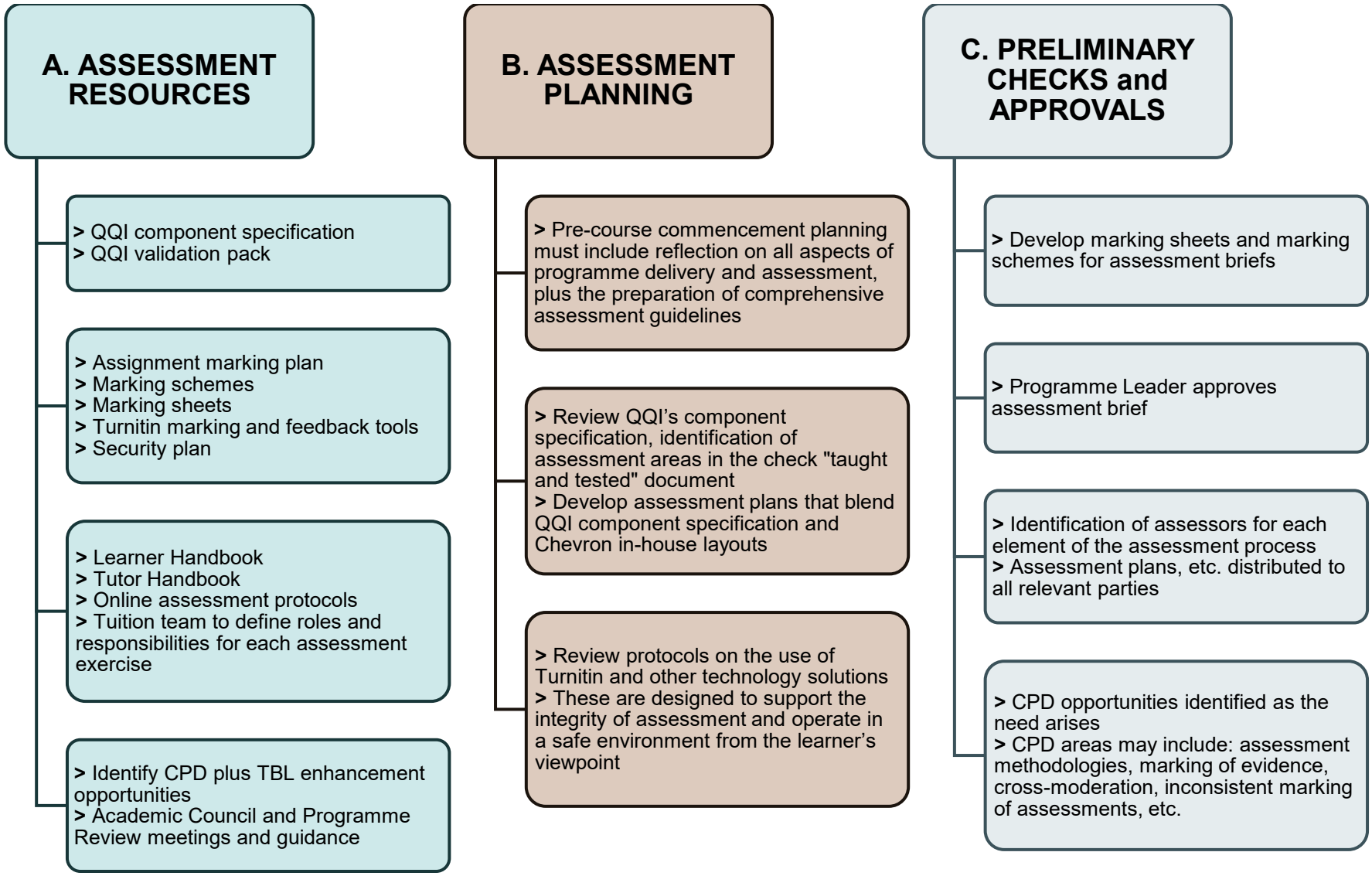

Figure 21: Assessment Planning Process

6.3.2 Assessment Information for Learners

Chevron recognises that the learner is responsible for demonstrating their learning achievement through meeting learning outcomes as measured during programme assessment.

6.3.2.1 Pre-course and Induction Information

Before learners begin their courses, they are provided with essential assignment information during the pre-enrolment phase. This includes details available on the college website, in the course prospectus, or through consultations with Educational Consultants. Additionally, during the induction process, learners are informed about their responsibilities regarding assessments, setting clear expectations early in their educational journey.

6.3.2.2 Information Provided During the Learning Process

Throughout the course, learners receive detailed assessment information that covers key elements such as assessment requirements, techniques, schedules, deadlines, and submission procedures. This information is communicated during both the course delivery and the assessment phase. Resources like the course prospectus, Learner Handbook, assessment briefs on the Learning Management System (LMS), and an Assessment Schedule are used to ensure learners have access to necessary assessment details. Guidance on the use of technology during assessments is also provided to ensure learners can effectively navigate digital tools during the process.

6.3.2.3 Assessment Appeals

Chevron College has a clear appeals process in place for learners who wish to contest their assessment results. This process outlines the specific timeframes and procedures learners must follow to appeal their results, ensuring transparency and fairness in how grievances related to assessments are handled. See the Recheck, Review, and Appeals Policy (POL_06_RRA) for additional information.

See Figure 22: Assessment Information for Learners on the next page.

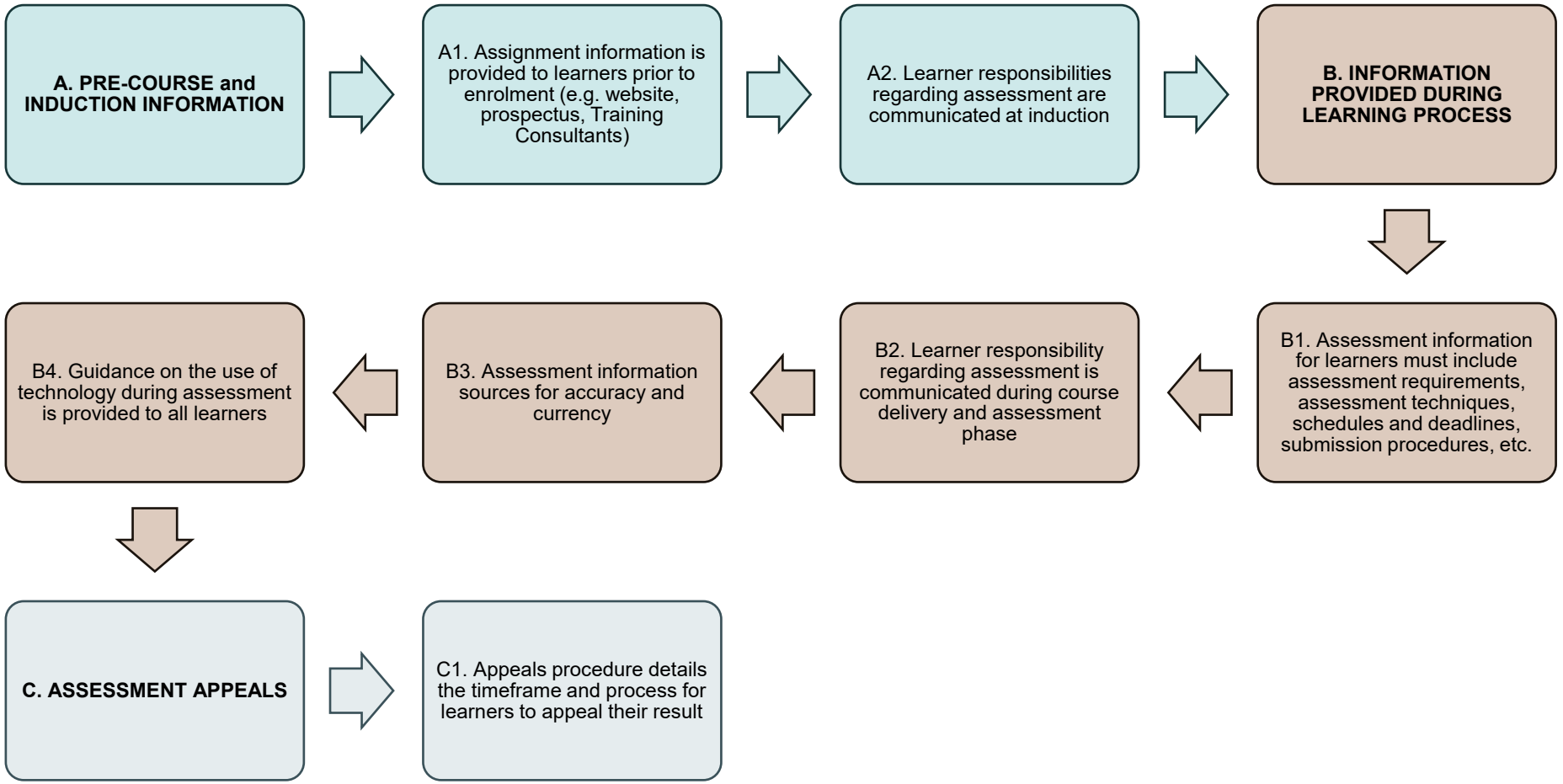

Figure 22: Assessment Information for Learners Process

6.4 Security and Integrity of Assessment

The integrity and security of Chevron College's assessment arrangements are crucial in maintaining the credibility of the process and instilling confidence in learners. Chevron is committed to upholding the highest standards to ensure that assessments are fair, valid, and reliable. In blended and online learning environments, maintaining these standards can present unique challenges, particularly concerning the integrity, anti-plagiarism measures, authenticity, reliability, and overall security of assessments.

To address these challenges, Chevron implements a comprehensive suite of best practices designed to safeguard the assessment process. These include:

- **Online Submission of Assessments via the LMS (Moodle):** All written assignments and projects are submitted through Moodle using secure learner logins. Submissions are automatically time-stamped, and originality is verified using integrated plagiarism detection software, such as Plagiarism/similarity detection software
- **Proctoring of Quizzes and Exams:** Any exam-based assessments use proctoring software to record the user's webcam, screen, and limits shortcuts such as copy and paste. Proctored reports are available for each individual learner which include if the learner resized their window or attempted to copy and paste content into the test window. Learners must also as part of the assessment process for high-stakes online quizzes/exams, record their photo ID, and complete a series of academic integrity questions to gain access to the relevant exam.
- **Skills Demonstrations:** Depending on the nature of the programme, skills demonstrations may be conducted:
  - Onsite, where learners attend a designated assessment centre.
  - Remotely, via Microsoft Teams or Zoom, with live invigilation by assessors.
  - Uploaded to Moodle, where learners submit pre-recorded videos demonstrating required competencies. These are assessed asynchronously with supporting documentation such as task briefs and rubrics.

Further, Chevron encourages the use of varied assessment methods, such as open-book exams, presentations, and project-based assignments, which reduce the likelihood of academic dishonesty and promote the demonstration of real knowledge and skills. Clear guidelines and expectations regarding academic integrity are communicated to learners, ensuring they understand the importance of original work and the consequences of breaches, such as plagiarism or collusion.

Chevron College reserves the right to invite any learner to a viva voce, commonly referred to as a viva, an oral discussion and/or defence of their submitted assessment, to uphold academic integrity and verify authentic learning. In line with QQI's Assessment and Standards (Revised 2022), QQI's Core Statutory Quality Assurance Guidelines (2016), and the Qualifications and Quality Assurance (Education and Training) Act 2012, a viva may be convened when academic misconduct is suspected; when a mark lies on a borderline between grade bands; where the writing style or depth of analysis differs markedly from earlier work; when elements of a project's methodology, data or sources need clarification; to confirm an individual's contribution to group assignments; or at the request of an External Examiner during moderation. The brief recorded conversation allows examiners to question the learner directly, and its outcome may confirm, adjust or withhold the original grade, or trigger a formal academic-misconduct investigation where warranted.

For high-stakes assessments, Chevron incorporates proctoring services, both live and automated, which monitor learners during assessments and flag any suspicious activity. Additionally, we adopt secure data management protocols, ensuring that all assessment data, including learner submissions and results, are stored and processed in line with data protection regulations. To complement these measures, Chevron incorporates the responsible use of artificial intelligence (AI) tools to support academic integrity.

Regular reviews and audits of assessment processes are conducted to identify and address any vulnerabilities, ensuring continuous improvement. Staff are trained on best practices in assessment security from the design of secure assessment tasks to the use of technology that supports integrity in the online environment.

Chevron retains physical copies of summative assessment in secure locations which are only accessible with a key. Digital summative assessments are archived and saved within the LMS or system as appropriate.

By implementing these measures, Chevron College ensures the integrity and security of assessments, fostering trust in the assessment process and ensuring that learners are evaluated fairly and consistently. Areas to be considered are outlined in the security and integrity of assessment are outlined in Figure 23: Security of Assessments on the next page.

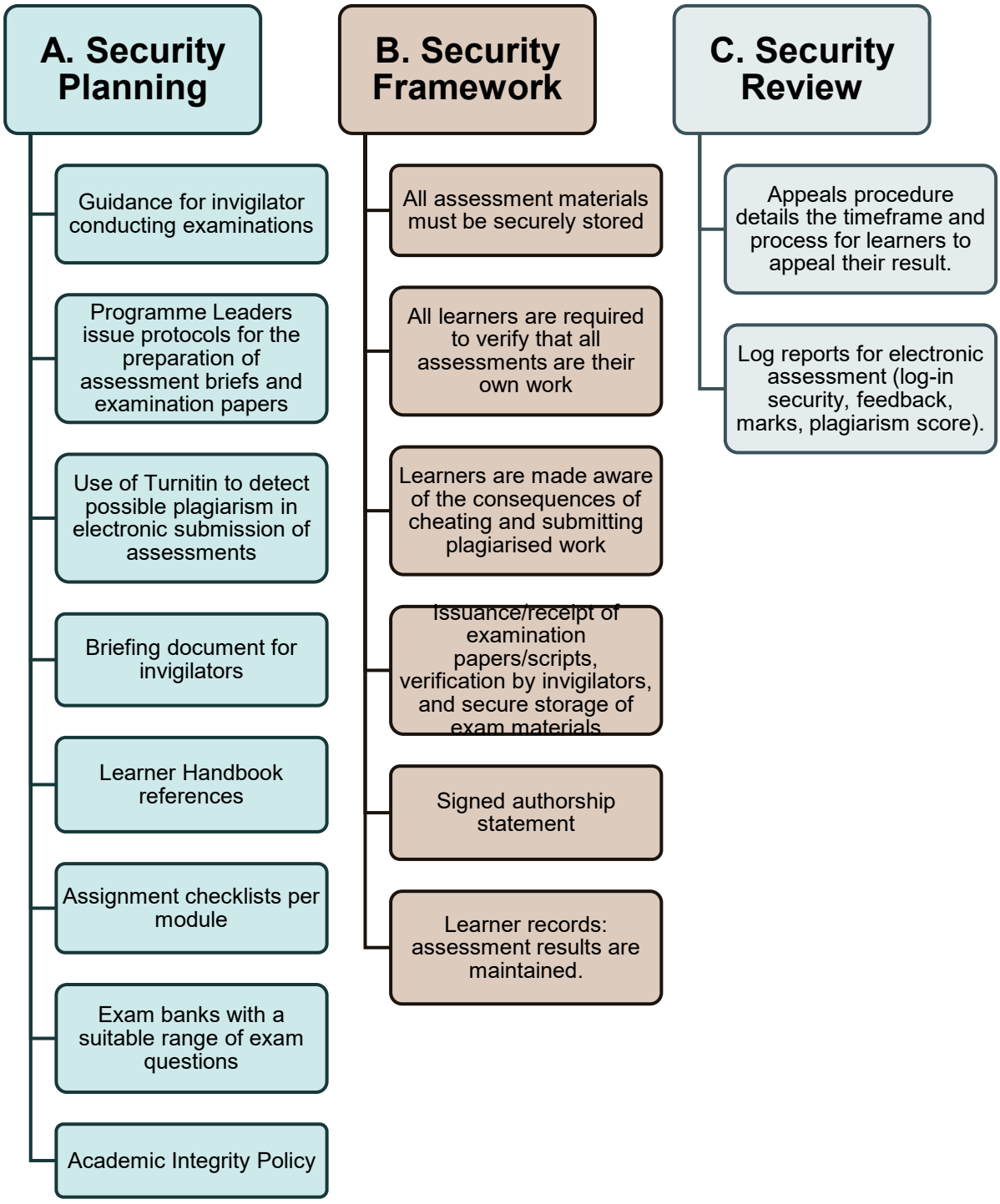

Figure 23: Security of Assessment Process

6.5 Assessment Design

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

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

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

A programme assessment strategy will be produced for each programme, with module assessment strategies for each of its constituent modules. This will describe the rationale for the use of continuous and/or real-time assessments. Assessments and submission timeframes will be determined based on module learning requirements and learning outcomes.

6.5.1 Assessment Instruments

Within Chevron College, assessment instruments refer to the broad types of assessment used to evaluate learner achievement. The selection of instruments is guided by the approved programme documentation and validation requirements.

For all assessment instruments used across Chevron programmes, assessors must prepare an assessment brief and a clear marking scheme with defined assessment criteria that explains how learner evidence will be evaluated.

All assessment briefs must include the following at a minimum:

- Clear, unambiguous instructions within the brief.
- Direct alignment with the module/programme learning outcomes.
- Transparent assessment criteria and clear allocation/weighting of marks.
- Information on required materials, equipment, or resources.
- Clear time requirements (submission deadline, duration, or timeframe).

- Sufficient learner evidence to support authentication and grading.
- Fair, consistent, and reliable assessment conditions.
- Guidance on format, referencing, or presentation where relevant.

6.5.1.1 Assignment

An assignment is a structured task undertaken in response to a brief that outlines specific requirements. Assignments may be short tasks or activities carried out over a defined period. They may involve practical work, research, evaluation or written analysis, and should reflect a range of learning outcomes.

6.5.1.2 Project

A project is a substantial task completed over a specified timeframe in response to a brief devised by the assessor. Projects often involve research, investigation, design, performance or the production of an artefact. They enable learners to demonstrate that they can apply, analyse, design and evaluate information or ideas.

Where projects involve group or collaborative work, any grading that involves the individual contribution of each learner compared to combined contribution must be clearly identified, and procedures must ensure the reliability of the evidence presented. See the Collaboration and Group Work Policy (POL_06_CGW) for additional information.

6.5.1.3 Portfolio/Collection of Work

A portfolio or collection of work consists of a selection of learner-generated evidence compiled over time to demonstrate achievement of a range of learning outcomes. Evidence may be self-generated or developed in response to tasks set by the assessor.

6.5.1.4 Skills Demonstration

A skills demonstration assesses practical skills, knowledge and competencies such as laboratory skills, interpersonal communication or oral language skills. Assessors must devise appropriate tasks or instructions, and sufficient evidence must be generated for internal verification and external authentication.

In the case of a practical task-based demonstration this may include a range of the following:

- product/outcome of the tasks where applicable i.e. computer print out
- photographic or video evidence of learner completing the task
- learner account of task

A skills demonstration may take place in the workplace, i.e., in a live environment or in a simulated environment, as appropriate to the requirement of the Award Specification.

6.5.1.4.1 Skills Demonstration in a Simulated Environment

Where a skills demonstration is carried out in a simulated environment using for example, role play or simulated scenarios, the environment should enable the learner to demonstrate a broad range of learning outcomes. See the Work Integrated Learning Policy (POL_05_WIL) for additional information.

6.5.1.4.2 Skills Demonstration in a Workplace/Live Environment

Where a skills demonstration is carried out in the workplace/live environment as part of the learner's normal work routine, the assessor may be the trainer or workplace supervisor, mentor, or job coach.

Skills demonstrations in the workplace may be part of on-the-job training. The learner is observed performing tasks within the workplace to the required standard and within a specified time.

When carrying out a skills demonstration in the workplace the best practice guidelines outlined above should be adhered to and sufficient learner evidence must be generated. In addition, all issues related to workplace health and safety should be applied. See the Work Experience and Placement Policy (POL_08_WEP) for additional information.

6.5.1.5 Examination

Examinations assess the learner's ability to recall, apply and interpret knowledge and skills under defined conditions. They typically involve sight-unseen questions completed within a fixed timeframe.

6.5.1.5.1 Theory Based Examination

A theory-based examination is an assessment used to evaluate a learner's ability to recall, understand, apply and interpret theoretical concepts and subject knowledge under controlled conditions. These examinations may include a range of question formats, each designed to assess different aspects of cognitive understanding and application.

Theory based examinations may comprise a range of question types such as:

- **Short Answer Questions (SAQ):** These require concise responses and may involve supplying specific words, phrases or brief explanations. SAQs test factual recall, core concepts and basic understanding.
- **Structured Questions (STQ):** These questions are divided into related parts and require learners to demonstrate deeper knowledge of a topic. STQs often assess higher-level cognitive skills, such as comparing, analysing, evaluating or solving problems.

- **Essay Type Questions (ESQ):** These require extended, coherent responses and enable learners to demonstrate detailed understanding of a particular area. ESQs assess the ability to discuss, analyse, evaluate, synthesise ideas and apply theory to broader contexts.
- **Multiple Choice Questions (MCQ):** MCQs present a question followed by several possible answers, of which the learner selects the correct one. They can test factual knowledge, comprehension, application and problem-solving. Because they are not open-ended, they are less effective for assessing written communication skills.

The duration and structure of a theory-based examination should normally fall within the ranges outlined in the table, helping to maintain consistency and prevent placing undue demands on learners. As a general guideline, written examinations should not run longer than three hours.

Time Allocated	Number of Questions/Range of Options
45 mins – 1.5 hours	• 10-12 SAQ • 15-18 SAQ • 5-6 SAQ and 1-2 STQ • 7-8 SAQ and 1-2 STQ
1.5 – 2 hours	• 18-22 SAQ • 10-12 SAQ and 1-2 STQ • 10-12 SAQ and 2-3 STQ • 5-6 SAQ and 3-4 STQ • 3-5 STQ
2 – 3 hours	• 10-12 SAQ and 3-4 STQ • 15/18 SAQ and 2-3 STQ • 3-4 STQ • 4-6 STQ

Table 10: Exam Time Allocation

When deciding on the duration and format of the examination, the percentage weighting of the examination needs to be considered.

6.5.1.5.2 Practical Examinations

Practical examinations assess a learner's ability to apply practical knowledge, skills and competencies within a set timeframe and under defined conditions. These examinations

focus on the learner's capacity to perform specific tasks to the required standard, often involving equipment, tools, software or real-world procedures. Learners are normally provided with clear instructions beforehand outlining the location, duration, materials required and the learning outcomes being assessed. Prepared materials used in the exam (for example, audio files or task sheets) must be clearly structured, with numbered tasks and unambiguous instructions. The practical environment should support accurate performance and the collection of sufficient evidence for authentication.

6.5.1.5.3 Interview-Style Examinations

Interview-style examinations assess a learner's understanding and ability to explain or justify their knowledge, decisions or processes through verbal responses. Questioning must be clear, unambiguous and directly linked to the relevant learning outcomes. Open-ended questions should be used to encourage detailed and reflective answers, allowing the learner to demonstrate depth of knowledge and reasoning. The format, structure and duration of the interview must be consistent for all learners to ensure fairness.

Questions must not guide the learner toward an answer or assume a particular response; this includes avoiding leading or suggestive question sequencing. Supplementary questions may be used where clarification is needed or to explore the learner's rationale for completing a task in a particular way. These follow-up questions can also help ensure reliability and authenticity of the learner's evidence.

6.5.1.5.4 English Proficiency Examination

Chevron College uses an English Proficiency Examination as part of its admissions process to determine whether applicants have the level of English required to engage successfully with their chosen programme. The assessment is conducted online and evaluates a range of skills, including listening, reading, grammar, vocabulary and functional language use. For Higher Education applicants, a short speaking test is also required.

The online examination is structured into six timed sections. Each section includes clear instructions on how the task will proceed, the number of questions, and the time available. Learners are advised in advance about any permitted reference materials and how marks are allocated.

The level test contains the following components:

- **Listening:** One audio recording followed by six questions assessing comprehension of spoken English.
- **Grammar:** Six questions evaluating understanding of grammatical structures.
- **Vocabulary:** Eight questions assessing recognition and understanding of common

and programme-relevant vocabulary.

- **Function:** Eight questions testing the ability to understand and respond to everyday functional language.
- **Reading:** One reading passage with ten questions focused on comprehension, interpretation and detail recognition.
- **Writing (HET only):** One question with five writing prompts requiring short written responses to assess coherence, accuracy and clarity of written English.

Higher Education applicants also complete a 15-minute speaking assessment. This viva-style interaction is designed to verify communicative competence and includes three structured parts:

- **Reading:** The applicant reads two short paragraphs to demonstrate pronunciation, fluency and clarity.
- **Definition:** The applicant defines and explains a given term, assessing the ability to describe concepts using appropriate vocabulary.
- **Question and Answer:** The applicant answers a set of randomised open-ended questions, allowing the examiner to evaluate spoken fluency, reasoning and language control.

During the speaking test, questioning must be clear and directly linked to the intended skill outcomes. Open-ended questions encourage extended, reflective responses, and the structure, format and timing of the test remain consistent for all applicants. Leading or suggestive questions are avoided, and supplementary questions may be asked when clarification is required or to check the reliability of the applicant's responses.

6.5.1.6 Learner Record

A learner record is a reflective, self-reported account in which learners document activities, experiences and skills they have developed. Formats may include journals, logbooks, diaries, notebooks or sketchbooks.

6.5.2 Diagnostic, Formative, and Summative Assessment

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

the lecturer and the learner about areas where further support and/or development may be required.

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

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

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

Even shortly after validation, a programme may need to be adapted based on the experience of teaching it for the first time. Moreover, all programmes will eventually need modification to adapt to changing needs and circumstances. Assessment methods will be tested, reviewed, and updated as necessary to adapt to evolving requirements, and with reference to resources on policy and procedures from The National Forum for the Enhancement of Teaching and Learning. In keeping with Chevron’s policy on learner-centred learning, there is an increasing emphasis on learners as partners in teaching, learning and assessment. As part of Chevron’s CO-CREATES model of instructional design, programmes will explore the use of collaborative opportunities in the assessment process, to develop our learners’ abilities as creative and reflective learners and to prepare them for professional settings. Developing and testing new assessment methods, strategies and

tactics will be essential for the continual enhancement of Chevron's programmes and for coping with any emerging challenges. The evaluation and development of programme and module assessment strategies and schedules will include consideration of module feedback from previous learner cohorts and will from a substantial part of Chevron's programme review process.

Chevron also recognises the importance of ethical AI use and ensures that these tools are applied transparently, with learners informed about their role in maintaining the fairness and reliability of the assessment process.

6.5.3 Work Placement

Many learners on Chevron's HET programmes will already be working in an early year's care (ELC) or healthcare setting. Where learners are not working in a practice or agency setting, they will be required to organise work placement(s) appropriate to their studies. The Programme Leader will appoint a designated Placement Officer for each programme to support learners in sourcing work placements. For more information on work placements see the Work Experience and Placement Policy (POL_08_WEP).

6.5.4 External Review of Assessment Strategy

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

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

Once finalised, drafts of the programme's summative assessment tasks, model responses and rubrics/grading schemes will be sent to the External Examiner (or team of external examiners, where more than one has been appointed) for perusal. The External Examiner will provide advice and guidance to the Programme Team on the design, structure and content of the programme and its constituent components and the quality of the assessment instruments. Assignment briefs will not be made available to learners until agreement is reached between the External Examiner and the Programme Team on any modifications

that the External Examiner deems appropriate. The process of reaching agreement will be informative for both Chevron and the External Examiner and will contribute to establishing a good working relationship with the Programme Team. Chevron's Director of Academic Affairs, as the principal point of contact between the College and all External Examiners, will oversee this process and assist where required.

Chevron's External Examiner guidelines have been developed with reference to QQI's *Effective Practice Guidelines for External Examining* (2015).

6.5.5 Programme Assessment Schedule

Assessment will be planned and coordinated across programme modules to avoid grouping of assessments and to ensure an appropriate workload balance for learners. The schedule will be reviewed and revised as necessary and on an annual basis as part of Chevron's programme review processes. Information will be provided to learners about assessments through the programme's web page, at induction, in their Programme Handbook, in the module descriptors on the LMS, and by their lecturers/tutors.

6.5.6 Feedback Prior to Assessment

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

Since January 2021, assignments at Chevron College have been submitted via Plagiarism/similarity detection software, unless stated otherwise, reflecting the need to provide supports for academic staff and learners in upholding academic integrity. Prior to summative assessment on HET programmes:

- Learners will be allowed to 'self-submit' their assignments to Plagiarism/similarity detection software to check for plagiarism before submitting their work for formal assessment.
- Learners will be able to contact their Learner Support Advisor for support on how to interpret and appropriately address the Similarity Report.
- Learners will be given the opportunity to make multiple submissions to Plagiarism/similarity detection software to develop their academic writing and referencing skills.
- Depending on the programme validation, a draft of the assignment may be accepted

on Plagiarism/similarity detection software and electronic feedback provided.

- Timeframes will be clearly outlined in the Programme Handbook and Assessment Brief and by the lecturer/tutor to allow the learner sufficient time to reflect and address the feedback provided, when redrafting the final version of their assignment for formal submission.

6.6 Consistency of Assessment

Assessment is a key part of the learning process, providing an opportunity for learners to demonstrate how well they are progressing towards achieving the learning outcomes for the programme. Assessment also requires fairness, consistency and fitness for purpose, as outlined below and in Figure 24: Consistency of Assessment.

6.6.1 Consistency in Planning

The planning stage for consistency of assessment involves a coordinated approach that begins before the course starts. Assessors receive detailed briefings on the assessment process, including cross moderation and peer review techniques to ensure fairness and consistency. Reference materials such as Programme Validation Documents, Component Specifications, Assessment Policies, Guidelines, and CPD training records are made available to support assessors and maintain a standardised approach to assessment.

Chevron follows best practice in both further and higher education in Ireland by developing mapping exercises of assessments to learning outcomes at both module and programme levels, ensuring that there is no unnecessary overlap or redundancy across different assessments. Regular updates to assessment guidelines, informed by feedback and external reviews, help to keep the process aligned with current academic standards and industry developments.

6.6.2 Consistency in Delivery and Assessment

In the delivery stage, a lead trainer is nominated on a rotational basis to oversee the assessment process. Online assessment methods are carefully designed to ensure they are valid, secure, and reliable. For modules with multiple assessors, cross moderation or second marking is applied to maintain consistency across assessments. A lead assessor uses samples from a variety of learners and assessors to verify standards. Additionally, third-party assessors must be pre-approved to ensure they meet the competence and integrity requirements, ensuring conformity with the programme's assessment standards.

The use of external examiners provides an independent perspective and help ensure that assessments meet the academic rigor expected. Continuous monitoring of grading patterns and the use of assessment analytics also help identify inconsistencies early which allows for

prompt interventions to maintain fairness and objectivity across programmes.

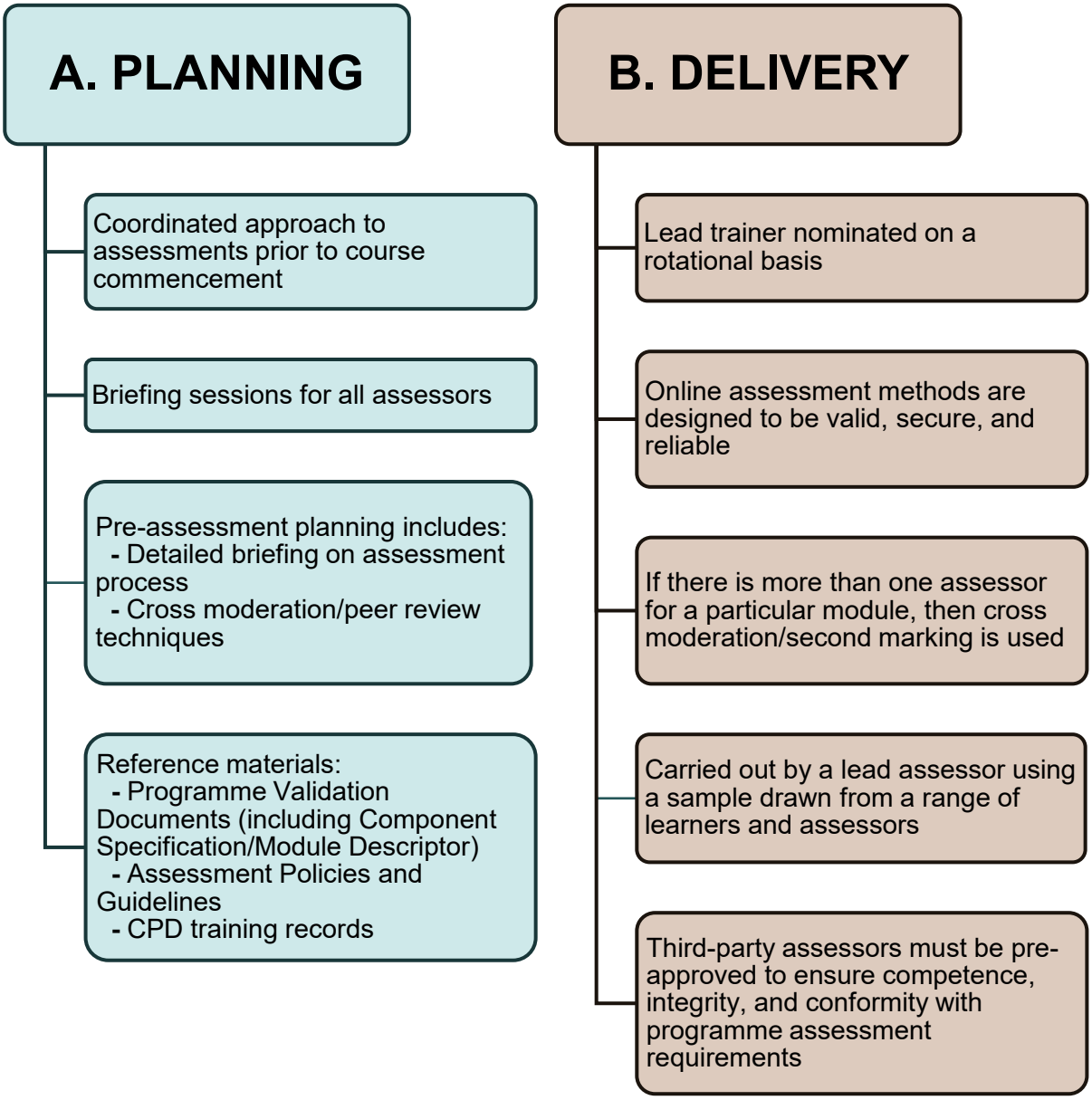

Figure 24: Consistency of Assessment

6.7 Collaboration and Group Work Policy (POL_06_CGW)

6.7.1 POL_06_CGW: Table

POLICY DETAILS			
Policy Name:	Collaboration and Group Work Policy		
Policy No:	POL_06_CGW	**Version No:**	V1.0
Prepared by:	Academic Council, Dean of Education, Director of Academic Affairs, Registrar		
Policy Owners:	Academic Council, Management Board, Dean of Education, Director of Academic Affairs, Registrar, Programme Leader(s), Lecturers/Tutors, Programme Administrator(s), Learner Support Advisors		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	N/A	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	N/A		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• Assessment and Standards Revised (2022) • Assuring Assessment, Guidelines for Providers (2013) • Core Statutory Quality Assurance Guidelines (2016) • Sector Specific Quality Assurance Guidelines for Independent/Private Providers (2016) • National Strategy for Higher Education for 2030 • Expanding Our Understanding of Assessment and Feedback in Irish Higher Education (2017) • Assessment Of/For/As Learning (2016) • Education Indicators for Ireland (2024) • National Framework of Qualifications Ireland • Academic Integrity Guidelines		

	• The Principles and Operational Guidelines for The Implementation of a National Approach to Credit in Irish Higher Education and Training (2005) • Carnegie Mellon University Group Work Guidance
Related Policies (if any):	• Teaching and Learning Policy (POL_05_TL) • Assessment of Learners Policy (POL_06_AOL) • Academic Integrity Policy (POL_06_AIN) • Reasonable Accommodations Policy (POL_06_RA) • Recheck, Review, and Appeals Policy (POL_06_RRA)

6.7.2 POL_06_CGW: Purpose

To establish a clear, equitable and transparent framework for designing, delivering and assessing group work, both face-to-face and online, across all NFQ levels up to level 9 at Chevron College, ensuring alignment with module and programme learning outcomes, regulatory guidelines, and relevant Irish legislation.

6.7.3 POL_06_CGW: Scope

Applies to all programmes at NFQ levels up to level 9 where group work contributes to formative or summative assessment, encompassing:

- In-class (face-to-face) collaborative tasks
- Online (virtual) group activities
- All learners, academic staff, support services and administrators involved in group-work design, facilitation, assessment or support

6.7.4 POL_06_CGW: Policy Statement

Chevron College is committed to fostering a learning environment that values collaboration, teamwork, and mutual respect. Collaborative and group work are integral to the development of key skills, including communication, problem-solving, and critical thinking, and are designed to enhance the learner experience in alignment with relevant standards. All collaborative and group activities will be structured to promote inclusivity, fairness, and individual accountability, ensuring that each learner has the opportunity to contribute meaningfully while achieving the intended learning outcomes.

Chevron College recognises that group work, whether it takes place in a physical classroom or through our online learning spaces, can only realise its full educational value when learners understand precisely how their effort is assessed and rewarded. For that reason, the College differentiates not only the pedagogical supports for face-to-face and online

collaboration, but also the way marks are allocated in each mode, drawing on the most recent sectoral research into good practice.

6.7.4.1 Face-to-Face Collaboration

In-class group work continues to prioritise the shared intellectual product, as tutors are able to observe the interaction directly and can intervene to balance participation. Groups of three to six learners agree clear roles and timelines at the outset, and tutors provide real-time formative feedback. Challenges such as dominant voices or passive passengers are mitigated by rotating roles, using structured turn-taking, breaking larger tasks into timed stages and, where necessary, adjusting tasks under the College's Reasonable Accommodations Policy.

6.7.4.2 Challenges and Potential Mitigation for Face-to-Face Collaboration

Imbalanced participation (dominant or quiet voices)

- Rotate roles (facilitator, scribe, presenter) at each meeting.
- Use round-robin speaking turns so every learner contributes before the discussion moves on.
- Tutor observes and intervenes early where one learner monopolises or withdraws.

Social loafing (free-riding)

- Set interim checkpoints with visible deliverables that make individual effort transparent.
- Incorporate short, criterion-based peer evaluations worth up to the stated cap for the NFQ level.
- Ask each learner to submit a brief activity log or reflection linked to the rubric.

Time pressure during scheduled classes

- Break the task into staged mini-deadlines aligned with the timetable.
- Provide simple project-planning templates to structure meetings.
- Allocate in-class wrap-up slots for consolidation rather than content delivery.

Physical or sensory accessibility barriers

- Choose spaces that meet universal-design standards; supply assistive technology where required.
- Adjust group size or role allocation in line with the Reasonable Accommodations Policy.

- Offer printed and digital copies of all briefing documents in advance.

6.7.4.3 Online Collaboration

Digital group work presents greater risks of invisible or uneven effort, so the College assigns equal numerical weight to the group artefact and to verified individual activity. Learners use approved VLE tools, shared documents, discussion forums and breakout video meetings, and establish a written collaboration charter covering preferred channels and response times. Weekly synchronous check-ins, together with brief activity logs and version-history data, allow tutors to monitor progress and intervene early if difficulties arise. Technical support, how-to guides and GDPR-compliant platforms safeguard access and data privacy.

6.7.4.4 Challenges and Potential Mitigation for Online Collaboration

6.7.4.4.1 Communication breakdowns

- Agree a collaboration charter covering preferred channels and expected response times.
- Schedule weekly synchronous check-ins using the VLE's video or chat tool.
- Use threaded discussion boards for asynchronous queries, tagging relevant team-mates.

6.7.4.4.2 Uneven digital skill or access

- Provide how-to screencasts for all required tools and signpost drop-in IT clinics.
- Allow offline drafting of contributions with later upload where connectivity is unreliable.
- Pair less confident learners with digital buddies for initial set-up.

6.7.4.4.3 Low social presence and motivation

- Begin with an ice-breaker activity and invite profile photos on discussion boards.
- Encourage cameras-on for at least part of synchronous meetings.
- Tutor posts a weekly progress summary acknowledging milestones.

6.7.4.4.4 Data-protection and platform security

- Restrict collaboration to GDPR-compliant, College-approved platforms.
- Share only anonymised datasets when practising analytics.
- Remind learners not to post personal data in public discussion spaces.

6.7.4.5 Evaluation of Collaborative Assessments

Contemporary research agrees that no single percentage split works for every programme; the best weighting varies with the maturity of the cohort, the nature of the task, and the extent to which each learner's effort can be documented. Longitudinal studies comparing first and fourth-year undergraduates shows that peer marks are reliable from the outset but become noticeably more valid, i.e., better aligned with tutor judgements, as learners progress through their studies. A 2023 review of team-based peer assessment echoes this view, concluding that peer scoring is most effective when learners receive rubric training and when tutors retain a moderating role. Practical teaching guides, such as those from Carnegie Mellon University's Eberly Centre, underline the same point: individual performance should always be assessed alongside the group product to discourage free-riding and to sustain motivation.

6.7.4.6 Challenges and Potential Mitigation of Evaluating Collaborative Assessments

6.7.4.6.1 Misunderstanding of grading breakdown

- Publish the exact group-versus-individual weighting and rubric at project launch.
- Walk learners through a sample assessment during a calibration session.
- Re-state the weighting in reminders posted before each interim deadline.

6.7.4.6.2 Bias or collusion in peer marks

- Use confidential, criterion-based peer-assessment forms with clear descriptors.
- Moderate peer scores against tutor observation and (for online tasks) digital-trace data.
- Flag large deviations (> 15 percentage points) for review and possible adjustment.

6.7.4.6.3 Inconsistent tutor judgement across parallel groups

- Hold a brief marker-alignment meeting to agree standards and exemplars.
- Sample-moderate at least 10 % of submissions across tutors.
- Record moderation outcomes in the programme file for QQI review.

6.7.4.6.4 Appeals and disputes over individual marks

- Invite learners to request a rapid feedback meeting before invoking formal appeal routes.
- Require evidence (activity logs, version histories, email threads) when disputing peer scores.

- Route unresolved cases through the Recheck, Review and Appeals Policy within stated timelines.

6.7.4.7 Transparency, Consistency and Review

Whatever split is adopted, the exact percentages and the method of calculation are documented in the assessment brief and rubric issued at the start of the module, ensuring learners are fully informed about how and why they are assessed, as required by QQI. Individual tutors may propose alternative weightings, where justified by learning outcomes, but any deviation must be approved by the Programme Leader(s) and reflected in the module descriptor. Feedback on changes can be raised at the Programme Board to ensure that a collaborative approach to changes is adopted.

6.7.5 POL_06_CGW: Roles and Responsibilities

The Dean of Education has overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy and has executive responsibility for the management of assessment and for ensuring that it is conducted in accordance with Chevron's policy and procedures as agreed with national and international regulations and best practice. Programme specific assessment management will be the responsibility of identified Programme Leader(s).

Programme Leaders are responsible for ensuring that collaborative assessment strategies are aligned with programme learning outcomes and QQI guidelines. They will also oversee the consistency and fairness of assessments within their programmes.

Module Leaders and Tutors are responsible for designing and implementing collaborative assessments that reflect the learning outcomes of their modules, ensuring assessments are fair, transparent, and in line with the College's standards. They are also responsible for providing timely and constructive feedback to learners.

Tutors and Assessors are responsible for marking collaborative assessments in accordance with the provided criteria and maintaining objectivity and fairness in their evaluation. They will also support learners through the provision of clear instructions and constructive feedback.

Learners are responsible for ethically engaging with the collaborative assessment process and raising issues with the relevant tutor(s).

6.8 Academic Integrity

At Chevron College, we recognise that many of our learners are new to further and higher education, and we endeavour to employ a positive and supportive approach to enable them

to learn the skills for academic success to meet the learning requirements and demonstrate the learning outcomes appropriate to their level of study.

Our objective is to embed a consistent culture of academic integrity across teaching, learning, and assessment while ensuring that suspected academic misconduct is addressed through fair, transparent, and proportionate procedures.

Chevron's approach reflects a lifecycle model that encompasses:

- Education and awareness
- Detection and initial investigation
- Full investigation where required
- Consideration, classification and sanction
- Recording and reporting
- Review and enhancement

The opposite of academic integrity is academic dishonesty or academic misconduct. In response to the emerging threat of contract cheating and other forms of online academic fraud in higher education, QQI has set out further guidance regarding academic integrity and been instrumental in the formation of the National Academic Integrity Network (NAIN), established in 2019 which has resulted in the NAIN Framework for Academic Misconduct Investigation and Case Management (2023) which has informed our Academic Integrity policy below.

Where academic misconduct is suspected with due cause, it must be managed in accordance with Chevron's Academic Misconduct procedures in a way that is consistent, equitable, and fair to all learners and grounded in clear evidence and appropriate process.

6.9 Academic Integrity Policy (POL_06_AIN)

6.9.1 POL_06_AIN: Table

POLICY DETAILS			
Policy Name:	Academic Integrity Policy		
Policy No:	POL_06_AIN	**Version No:**	V1.1
Prepared by:	Academic Council, Dean of Education, Director of Academic Affairs, Registrar		
Policy Owners:	Academic Council, Management Board, Dean of Education,		

	Director of Academic Affairs, Registrar, Programme Leader(s), Lecturers/Tutors, Programme Administrator(s), Learner Support Services, Learner Support Advisors		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V1.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 1.1 uses the updated Policy No. naming convention. Changed from POL_18_AI to POL_06_AIN.		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• National Principles and Lexicon of Common Terms • Academic Integrity Guidelines • Assessment and Standards Revised (2022) • Assuring Assessment, Guidelines for Providers (2013) • Core Statutory Quality Assurance Guidelines (2016) • Sector Specific Quality Assurance Guidelines for Independent/Private Providers (2016) • National Strategy for Higher Education for 2030 • Expanding Our Understanding of Assessment and Feedback in Irish Higher Education (2017) • Assessment Of/For/As Learning (2016) • Education Indicators for Ireland (2024) • National Framework of Qualifications Ireland • The Principles and Operational Guidelines for The Implementation of a National Approach to Credit in Irish Higher Education and Training (2005) • NAIN Framework for Academic Misconduct Investigation and Case Management (2023)		
Related Policies (if	• Teaching and Learning Policy (POL_05_TL) • Assessment of Learners Policy (POL_06_AOL)		

any):	• Recheck, Review, and Appeals Policy (POL_06_RRA) • Academic Support for Learners Policy (POL_08_ASL) • Pastoral Support for Learners Policy (POL_08_PSL) • Learner Induction Policy (POL_08_LI)

6.9.2 POL_06_AIN: Purpose

The purpose of this policy is to define and promote academic integrity at Chevron College and to set out a fair and consistent approach for the prevention, identification, investigation, classification, decision-making, response, recording, and review of academic misconduct. This policy supports a culture of academic excellence and ensures that qualifications awarded by the College reflect genuine achievement.

6.9.3 POL_06_AIN: Scope

This policy applies to all learners, academic staff and relevant administrative personnel involved in teaching, learning, assessment and associated academic processes at Chevron College. It applies to all assessment modalities and submission formats, including examinations, coursework, practice-based work, research projects and capstone assignments, and to all forms of academic misconduct including plagiarism, contract cheating, collusion, fabrication or falsification, impersonation, and unauthorised content generation.

6.9.4 POL_06_AIN: Policy Statement

Academic integrity refers to the ethical code and shared values that guide the academic community in learning, teaching, research and assessment. It encompasses honesty, fairness, trust, respect and responsibility, and requires that all submitted work is genuinely the learner's own, unless explicitly permitted and properly acknowledged.

The concept of Academic Integrity assumes that all interactions with Chevron College and its staff are approached with honesty. This includes all documentation submitted for academic purposes. The National Principles and Lexicon of Common Terms and Academic Integrity Guidelines launched by the Minister of Further and Higher Education are key in establishing Chevron's understanding of Academic Integrity.

Chevron adopts a lifecycle approach to academic integrity which integrates supportive and disciplinary elements. The College's primary emphasis is on education and awareness for learners and staff, alongside good assessment design and appropriate supports. Where concerns arise, Chevron will follow structured stages that enable consistent decision-making and case management.

6.9.4.1 Principles Governing Investigation and Decision-Making

- Any learner investigated for academic misconduct is presumed innocent until a case is upheld through investigation and due process.
- Decisions are based on clear and convincing evidence on the balance of probabilities, rather than the criminal standard of proof.
- Learners must be provided with an opportunity to respond and explain how work was produced, with meetings recorded appropriately for future reference.
- Consistency, equity and fairness govern both process and outcomes, with sanctions aligned to the severity of the infringement and any history of prior infringements.
- Learners should be permitted to bring a support person to meetings and independent wellbeing support should be offered.
- A transparent independent appeal mechanism must be available.

6.9.4.2 Unauthorised Content Generation

Academic misconduct includes unauthorised content generation, understood as the production of academic work, in whole or part, for academic credit, progression or award, using unapproved or undeclared human or technological assistance.

6.9.4.3 Early Admission and Restorative Emphasis

Chevron encourages learners to engage honestly with academic integrity processes. Where a learner provides a full and frank admission at an early stage, Chevron may apply a less involved process and proportionate outcomes, where appropriate, while still protecting academic standards.

6.9.5 POL_06_AIN: Roles and Responsibilities

The Registrar has overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

The Director of Academic Affairs oversees policy implementation, manages academic misconduct cases, and ensures fairness in the investigation process.

The Dean of Education is responsible for developing and promoting assessment strategies and pedagogical best practices with staff and learners that support academic integrity.

The Dean of Research Ethics is responsible for developing and promoting research and ethical strategies and best practices with staff that support academic integrity.

Programme Leaders provide training and support on academic integrity, monitor assessments, and report any suspected misconduct to the Academic Integrity Committee.

Academic Staff are responsible for designing assessments that promote academic integrity, guiding learners on good academic practices, and reporting suspected cases of misconduct.

Academic Integrity Investigators, where appointed, conducts or coordinates investigation activities, gathers evidence, facilitates learner meetings in line with natural justice, and prepares documentation for consideration. Chevron will maintain an approach to appointment, training, support and debriefing for those undertaking investigator roles.

Academic Misconduct Panel considers cases progressed to formal consideration, with an independent chair and members independent of the matter under consideration and determines outcomes in line with classification and proportionality.

Learner Support Advisors provide academic writing and referencing supports and signpost learners to relevant resources and wellbeing supports, including during academic integrity processes as appropriate. Learner Support Advisors support learners through workshops and one-on-one guidance on academic writing, citation practices, and the use of Plagiarism/similarity detection software

Learners must be familiar with academic integrity expectations, ensure submitted work is their own, follow assessment instructions on permitted assistance (including AI requirements), and engage honestly with any academic integrity processes.

6.10 Encouraging Good Academic Conduct

Chevron College is committed to building a culture which values and supports good academic conduct through education and awareness, strong assessment design and consistent procedures for identifying and managing academic misconduct when it occurs. Education and awareness are central to Chevron's approach with training and supports embedded across the learner journey and within staff development.

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

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

As part of Chevron's commitment to encouraging stakeholders to engage in good academic conduct:

- Learners and assessors will receive training in fair dealing with other people's work (understood inclusively, i.e., text, ideas, artefacts, etc.), and in the general and discipline-specific norms for the citation of sources.
- Learners and assessors will receive training in what constitutes plagiarism and self-plagiarism and the degrees of plagiarism, in the context of total or partial rejection of an attempt at an assessment task.
- Learners and assessors will receive guidance on the distinction between acceptable collaboration with other learners and collusion.
- Learners will be directed to the advice and resources on academic integrity available within Chevron College, as well as information provided by QQI such as the video*:* Your own work, Your own degree, Your own achievement! (qqi.ie)
- Learners will be made aware of the consequences of plagiarism to them and to society.
- Assessors will be made aware of the protocols for investigating cases where plagiarism is suspected and the level of evidence required before an accusation can be considered – accusations should not be made lightly.
- Assessment strategies (including methods, etc.) will be designed to minimise the possibility of plagiarism.
- Chevron will have effective, published procedures for monitoring and detecting plagiarism, including appropriate warnings and penalties.
- All assessments at Chevron will be submitted through Plagiarism/similarity detection software, software which checks for possible instances of plagiarism.

Chevron's institutional arrangements for academic integrity are designed to provide confidence to stakeholders that the College can undertake the following steps as part of academic misconduct case management: detection, reporting, consideration, decision, response, record and review.

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

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

Each learner is provided with a programme-specific handbook which clearly outlines the responsibility of the learner to educate themselves on academic writing and referencing, what plagiarism is, and the policies in place for dealing with academic misconduct. This acts both as a term of engagement and a core reference handbook for their programme of study.

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

Since January 2021, all summative assignments at Chevron College have been submitted via plagiarism/similarity detection software, reflecting the need to provide supports for academic staff and learners in upholding academic integrity. Learners are allowed to self-submit their work to plagiarism/similarity detection software to view similarities in their writing before submitting their assignment for formal assessment.

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

6.11 Viva Voce

Chevron College may, when warranted, invite a learner to a viva voce, a short oral discussion or defence of their submitted assessment, to confirm that the work is genuinely their own and that the grade awarded is sound. Under QQI Assessment and Standards (Revised 2022) and the QQI Core Statutory Quality Assurance Guidelines (2016), a viva can be convened in a variety of cases including but not limited to:

- plagiarism, contract-cheating, unethical AI usage, or other academic misconduct is suspected.
- the mark sits on a borderline between two grade bands and clarification could reasonably affect the outcome.
- the quality or style of the submission contrasts sharply with earlier formative or in-class work.
- elements of the research design, data, analysis or sources need explanation.
- an individual's contribution to a group assignment must be verified.
- an External Examiner seeks direct assurance of a learner's knowledge during moderation.

The dialogue is recorded, normally lasts no longer than 20 minutes, and may confirm, adjust or withhold the original grade, or, where misconduct is proven, trigger formal academic

misconduct sanctions. Where a viva voce is used as part of an academic integrity enquiry, it must be conducted in a manner consistent with natural justice, including giving the learner an opportunity to explain how the work was produced and ensuring the discussion is documented appropriately.

During a viva voce, questioning must be clear, focused and directly linked to the intended learning outcomes. Examiners use open-ended questions that encourage detailed and reflective responses, enabling learners to demonstrate the depth of their understanding and the reasoning behind their decisions or approaches. To ensure fairness and consistency, the structure, format and duration of the viva must be the same for all learners.

Questions must not guide the learner toward a preferred response or imply what the answer should be. Leading wording and question sequences that inadvertently reveal answers must be avoided. Examiners may use supplementary questions where clarification is needed or to explore the learner's rationale for completing a task in a particular manner. These follow-up questions also support the reliability and authenticity of the evidence presented.

6.12 Academic Misconduct

Academic misconduct includes behaviours that breach academic integrity standards and undermine the validity of assessment and awards. Chevron manages suspected academic misconduct through a structured, evidence-based and fair case management approach that is both supportive and proportionate.

Chevron uses four escalating categories to manage academic integrity concerns. These categories distinguish between academic naivety and intentional wrongdoing, while maintaining consistent standards:

- **Poor Academic Practice:** Early-stage, skills-related issues in referencing and academic writing where there is evidence of an attempt to follow good practice.
- **Minor Academic Misconduct:** Level A Penalty: Limited breaches where the work remains substantially the learner's own and there is no clear evidence of premeditation.
- **Academic Misconduct:** Level B Penalty: More extensive or repeat breaches, or conduct suggesting negligence or deliberate disregard of academic integrity expectations.
- **Gross Academic Misconduct:** Level C Penalty: Serious breaches involving deception, theft, impersonation, falsification or contract cheating, or repeated misconduct after prior penalties.

Examples of such misconduct include but are not limited to:

- **Plagiarism:** The submission of work that borrows material or ideas (written, visual or oral), without acknowledgement, so that the work could be assumed to be the learner's own. This is most common example of academic misconduct. It may be intentional where the learner attempts to present someone else's ideas as their own, or unintentional where the learner does not use the correct referencing format or acknowledge sources correctly.
- **Self-plagiarism:** Where a learner reuses previously submitted work as part of a new assessment without acknowledgement (unless required by assessment design) is also considered plagiarism.
- **Collusion:** Unauthorised collaboration on work which is not intended to be submitted as a group assessment task:
    - where the work produced through study with other learners and then submitted as an individual assessment is nearly identical, or
    - where one learner has permitted another to copy all or part of their work and submit it as their own, or
    - where a learner has submitted all or part of another learner's work as their own.
- **Fabrication:** To knowingly invent or distort, sources, quotations, research results or other information in an assessment.
- **Cheating:** Any attempt to gain or give assistance in an assessment which is intended to deceive, or to gain an unfair advantage for the learner for example, buying an assessment from an essay mill, or bringing unauthorised materials into an examination.
- **Impersonation:** Having someone else complete academic work on your behalf or completing work for another learner.

In determining severity and the appropriate pathway, Chevron will consider factors such as the nature of the alleged offence, the learner's stage in the programme, assessment modality and stakes whether this is a first or subsequent offence and any relevant extenuating circumstances.

Any decision that academic misconduct has occurred must be based on clear and convincing evidence on the balance of probabilities. Learners must have an opportunity to respond, and any meeting held must be documented appropriately. Where academic misconduct is proven, the level of penalty given will depend on the severity of the misconduct.

6.12.1 Poor Academic Practice

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

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

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

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

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

6.12.2 Minor Academic Misconduct: Level A Penalty

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

- **Plagiarism:** Chevron uses plagiarism/similarity detection software plagiarism detection software which generates a Similarity Report for each submission. Assessors use this report as a guide when reviewing the work for suspected plagiarism. Examples of minor instances of plagiarism are isolated instances where there is poor or inaccurate citation or paraphrasing, or where the suspected plagiarism applies to a small proportion of the work to be assessed.
- **Note:** Depending on the assessment type, acceptable Similarity Scores may be agreed in advance by the assessment team for example, where the assessment requires the submission of the assessment brief or a standard form such as the Tusla Child Protection Reporting Form to be included.
- Plagiarism judged on Class Similarity Report readings, an example would be where a learner copied some of another learner's work from a class discussion forum.

Where the first instance of plagiarism occurs early in the programme, it will be treated less harshly as outlined under Poor Academic Practice above. Furthermore, simultaneous

instances of plagiarism, for instance three assessments that are submitted around the same point in time may all have evidence of suspected plagiarism but should not be treated as three separate instances because the learner has not had a chance to 'learn' from the feedback and available supports.

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

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

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

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

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

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

6.12.3 Academic Misconduct: Level B Penalty

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

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

- Extensive plagiarism for example copying paragraphs from the Internet without acknowledging the source, or use of quotes or close paraphrasing without quotation marks or citation.
- Self-plagiarism –submitting a piece of work for assessment (unless permitted by the assessment design) that was previously submitted for assessment either at Chevron College or elsewhere.

- Collusion, where an assessor suspects that the coursework submitted for a summative assessment is not entirely the learner's own work. In such cases, they may incorporate an interview via Zoom with the learner, as part of the assessment process.

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

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

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

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

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

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

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

Where a learner denies the academic misconduct or does not accept the decision to apply a Level A or Level B penalty to their work, they may submit an appeal to the Director of Academic Affairs following the Board of Examiners meeting through Chevron's academic appeals process. If the Director of Academic Affairs determines there are grounds for an appeal, he will arrange for the case to be heard by Chevron's Appeals Board (see section 2.2.10 for additional information).

6.12.4 Severe Academic Misconduct: Level C Penalty

Academic misconduct involving theft, falsification of research, extreme levels of plagiarism and/or cheating is considered severe academic misconduct. Examples of severe academic misconduct include but are not limited to:

- Purchasing work from a contract cheating service and submitting it as the learner's

own work.

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

The first instance of gross academic misconduct and any further academic misconduct following a Level B penalty, will be dealt with by an Academic Misconduct Panel (see section 2.2.11 for additional information).

The Academic Misconduct Panel is a sub-committee of the Academic Council which will be convened by Chevron's Director of Academic Affairs on written receipt of an allegation of serious academic misconduct by a Programme Leader. The Panel will be chaired independently, and panel members will be independent of the matter under consideration. Independent wellbeing support should be offered to the learner, and the learner may bring a support person to meetings.

The Programme Leader will provide:

- A completed Academic Integrity Report outlining the suspected academic misconduct.
- Evidence to establish or support a breach of academic integrity, e.g., Similarity Report, copy of assessment, etc.

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

Where a learner makes a full and frank admission at an early stage, Chevron may apply a proportionate and less involved process and outcome, where appropriate, while maintaining academic standards.

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

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

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

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

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

6.12.5 Appeals

Should a learner wish to appeal an Academic Misconduct decision, they may do so, on receipt of the written communication of the decision and within the timeframe specified. Appeals arrangements must be independent of the original decision-making process and transparent to learners

See the Recheck, Review, and Appeals Policy (POL_06_RRA) for additional information on appeals.

6.12.6 Research Ethics

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

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

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

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

Where concerns arise regarding research ethics compliance, Chevron will manage these in a manner consistent with academic integrity processes, including appropriate evidence gathering, fair procedures, and institutional recording and reporting, as applicable.

See the Research, Ethics and Development Policy (POL_07_RED) for additional information.

6.12.7 Recording, Reporting and Review

Chevron will maintain appropriate records of academic misconduct cases, particularly those progressed to full investigation, to support quality assurance and enhancement. Record keeping will be designed with GDPR considerations in mind and may involve local and central recording arrangements, with access limited to identified personnel. Institutional records should also capture cases progressed to full investigation even where no case ultimately proceeds to formal consideration, with anonymisation where appropriate.

Chevron will use recorded information to inform monitoring, annual reporting and periodic review of assessment practices, learner supports and academic integrity interventions. Policy and procedure enhancements will be informed by learning from the review period and relevant national and international good practice.

6.13 Using AI in Assessments

These guidelines are designed to help academic staff effectively incorporate AI considerations into assessment design. As AI tools become increasingly prevalent in education, it is essential that we provide clear guidance to learners on the appropriate use of these technologies while maintaining academic integrity and ensuring valid assessment of student learning.

Required Implementation

Every assessment and assignment must include a designated AI level from the Chevron College AI Assessment Scale. This requirement applies to all modules, all assessment types, and all delivery modes across the institution.

6.13.1 Assessment Design Principles

When designing assessments that account for AI, consider the following principles:

- **Learning Outcomes Alignment:** The permitted AI level should align with the specific learning outcomes being assessed. If an outcome requires demonstration of independent critical thinking, a lower AI level (0-1) may be appropriate. If outcomes focus on application or evaluation skills, higher AI levels (2-4) might be suitable.
- **Authentic Assessment:** Where possible, design assessments that reflect real-world tasks where AI tools might be used in professional settings. This prepares students for workplace scenarios.
- **Transparency and Clarity:** Provide explicit instructions about what AI use is permitted or required, how students should document AI use, and how the use of AI will impact assessment.

- **Validity Concerns:** Ensure that your assessment validly measures the intended learning outcomes regardless of AI use. Consider whether AI access fundamentally changes what is being assessed.
- **Academic Integrity:** Design assessments that encourage academic integrity through transparency rather than attempting to enforce unrealistic prohibitions on AI use.

6.13.2 AI Assessment Scale Levels

This scale must be used to specify permitted AI use in all assessments. Each assessment must include the level number, title, and a brief description of permitted uses in the assessment brief. These levels are adapted from the AI Assessment Scale (AIAS).

#	Level	Description
0	**AI-Free Zone**	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that learners rely solely on their existing knowledge, understanding, and skills Learners must not use AI at any point during the assessment. Learners must demonstrate their core skills and knowledge.
1	**AI for Support**	AI can be used for supporting tasks like brainstorming, creating structures, and generating initial ideas. No AI content is allowed in the final submission. Learners may use AI for brainstorming, creating outlines, and exploring initial ideas. Using AI tools at this level helps learners to discover a wider range of concepts and enhance their understanding of the subject before developing their own work.
2	**AI for Enhancement**	AI can be used to make improvements to the clarity or quality of learner-created work to improve the final output, but no new content can be created using AI. Learners may use AI to assist with specific tasks such as refining and evaluating their work, including fixing grammatical and spelling errors, but learners cannot use it to generate any new content for their assignment.

#	Level	Description
3	**AI for Content Development**	AI is used to complete certain elements of the task, with Learners providing discussion or commentary on the AI-generated content. Learners may use AI to complete specified tasks in their assignment. Any AI created content must be clearly acknowledged.
4	**AI as Creative Partner**	AI use is encouraged as a creative problem-solving tool that enhances their work and learning. Learners may use AI throughout their assignment to support their own work. AI should be used to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity.

6.13.2.1 AI Assessment Scale: Level 0

LEVEL 0: AI FREE ZONE	
OVERVIEW	**AI UTILIZATION**
The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills.	GenAI must not be used at any point during the assessment. Learners must demonstrate core skills and knowledge
EXAMPLES OF ACTIVITIES	**EXAMPLE ASSESSMENTS**
• Technology-free discussions, debates, or other oral forms of assessment • Technology-free ideation, individual, or group work in class • Ad hoc or planned viva-voce examinations, question and answer sessions, or formative discussions between learners and educators	• Online timed quizzes or exams with lockdown browsers • Explain-a-concept video submissions • Live problem-solving sessions • Reflective journal entries

6.13.2.2 AI Assessment Scale: Level 1

LEVEL 1: AI FOR SUPPORT	
OVERVIEW	**AI UTILIZATION**
No GenAI content is allowed in the final submission. GenAI can be used for supporting tasks like brainstorming, creating structures, and generating initial ideas.	Using GenAI tools at this level may benefit learners by allowing them to explore a wider range of ideas and improve their understanding of the subject matter.
EXAMPLES OF ACTIVITIES	**EXAMPLE ASSESSMENTS**
• Collaborative brainstorming: Learners can use AI to generate ideas, which can then be discussed, filtered, and refined. • Structural outlines: AI can help create structured outlines. • Suggesting topics, areas of interest, or sources for research. • Formatting references and citations according to required style guides. • Basic grammar and spelling checks using standard Microsoft Word features (not AI-powered advanced tools).	• Online discussion forum participation • Annotated bibliographies • Short research proposals • Planning documents for larger projects

6.13.2.3 AI Assessment Scale: Level 2

LEVEL 2: AI FOR ENHANCEMENT	
OVERVIEW	**AI UTILIZATION**
GenAI can be used to make improvements to the clarity or quality of learner-created work to improve the final output, but no new content can be created using GenAI.	GenAI can be used, to assist with specific tasks such as refining and evaluating your work, including fixing grammatical and spelling errors, but student cannot use it to

	generate any new content for their assignment.
EXAMPLES OF ACTIVITIES	**EXAMPLE ASSESSMENTS**
• Grammar, punctuation, and spelling checks using tools like Grammarly, Microsoft Editor, or AI assistants such as CoPilot or ChatGPT. • Grammar, punctuation, and spelling checks using tools like Grammarly, Microsoft Editor, or AI assistants such as CoPilot or ChatGPT.	• Developing a lesson plan for a specific age group • Creating an emergency preparedness plan • Drafting professional communications • Writing assignments where the process is as important as the outcome

6.13.2.4 AI Assessment Scale: Level 3

LEVEL 3: AI FOR CONTENT DEVELOPMENT	
OVERVIEW	**AI UTILIZATION**
GenAI is used to complete specified tasks in assessments, with GenAI-created content clearly acknowledged.	Students provide discussion or commentary on GenAI-generated content alongside their own input.
EXAMPLES OF ACTIVITIES	**EXAMPLE ASSESSMENTS**
• Direct AI generation for topics, themes, or prompts. • Comparative analysis between AI and human-created content.	• Adapting learning activities for specific needs • Creating an outreach campaign • Developing comprehensive reports or analyses • Assignments demonstrating AI literacy

6.13.2.5 AI Assessment Scale: Level 4

LEVEL 3: AI FOR CONTENT DEVELOPMENT	
OVERVIEW	**AI UTILIZATION**
GenAI is used collaboratively throughout assessments, enhancing creativity and problem-solving.	GenAI is encouraged as a tool for creative problem-solving, enhancing work and learning.
EXAMPLES OF ACTIVITIES	**EXAMPLE ASSESSMENTS**
• Co-creation with GenAI on broad themes or tasks • Exploration of AI tools to examine ethical and practical implications • Real-time feedback loops for task adjustments	• Developing AI-powered tools for personalised learning activities • Creating AI models to predict outcomes based on data • Exploring new applications of AI in a field of study • Research projects investigating AI capabilities and limitations

6.13.3 Assessment Brief Requirements

Every assessment brief must include the following elements related to AI use:

- **Clear AI Level Designation:** Explicitly state which level of the Chevron College AI Assessment Scale applies to the assessment.
- **Specific Guidance:** Provide detailed guidance on:
    - Which specific AI tools are permitted or recommended
    - How students should document their AI use
    - Any specific restrictions within the permitted level
- **Marking Criteria:** Ensure that marking rubrics or criteria reflect the permitted AI use and explain how AI use will be considered in grading.
- **Documentation Requirements:** Specify what students must include in their appendix if anything at all, such as:
    - Prompts used
    - AI outputs received
    - Description of how AI tools were used
    - Explanation of modifications made to AI outputs
        - **Example acknowledgment:** I acknowledge the use of ChatGPT-4

(OpenAI, https://chat.openai.com) to brainstorm initial ideas and to check grammar in my final draft.

6.13.4 Feedback and Evaluation

When providing feedback on assessments where AI use is permitted:

- **Acknowledge Appropriate AI Use:** Recognise when students have used AI effectively within the permitted parameters.
- **Address Inappropriate AI Use:** If you suspect AI has been used beyond the permitted level, address this directly with the student as a learning opportunity before considering academic misconduct procedures.
- **Focus on Learning:** Emphasise how AI can enhance learning rather than focusing solely on "catching" inappropriate use.
- **Develop AI Literacy:** Use feedback to help students develop critical AI literacy, such as evaluating AI outputs and understanding limitations.

6.13.5 Academic Integrity Considerations

When considering allowing AI to be used for assessments, consider:

- **Prevention through Design:** Well-designed assessments with appropriate AI levels can prevent academic integrity issues by making expectations clear.
- **Evidence-Based Suspicions:** Base any concerns about inappropriate AI use on concrete evidence rather than assumptions or biases.
- **Educational Approach:** First approach potential misuse as an educational opportunity rather than immediately pursuing misconduct procedures.
- **Documentation:** Keep detailed records of suspected inappropriate AI use, including examples and reasoning.

Ensure that learners are aware that submitting AI-generated work as their own original work, when not permitted, is plagiarism and a violation of the Academic Integrity Policy (POL_06_AIN). This includes failing to properly cite AI tools or misrepresenting the extent to which you have revised and adapted AI-generated content.

Where AI-use involves undeclared or unapproved technological assistance that contributes to assessed work, it may constitute unauthorised content generation and will be managed through Chevron’s academic misconduct procedures.

6.13.6 Ongoing Review

As AI technologies rapidly evolve, these guidelines will be reviewed and updated regularly. Academic staff are encouraged to:

- Provide feedback on the effectiveness of these guidelines
- Share innovative assessment approaches that account for AI use
- Report challenges or concerns of AI use

By thoughtfully implementing these guidelines, Chevron can ensure that assessments remain valid, relevant, and aligned with the realities of AI in education and the workplace, while maintaining high standards of academic integrity.

6.14 The Assessment Process for QQI Programmes

At Chevron College, the assessment process has been designed to ensure fairness, transparency, and quality assurance, and it is divided into three phases.

6.14.1 Phase 1: Submission and Marking

It begins with learners submitting their assignments on the LMS (Moodle), unless otherwise specified, which is followed by the first marking of the submissions. Online submissions are securely logged, time-stamped, and, typically, checked through plagiarism detection tools (e.g., Plagiarism/similarity detection software). Digital submissions, and hard copies where applicable, are securely stored, with retention procedures in place post-certification and appeal period. Once the initial marking is complete, results are cross moderated to ensure consistency and fairness before provisional results can be issued to learners.

6.14.2 Phase 2: Review and Ratification

Following this, the External Examiner reviews the results and a sample of learner assessments across all modules and creates a report. The broadsheets and the external examiner report are then presented to the Internal Exam Board for review. The Board of Examiners subsequently evaluates the results and submits them for ratification by the Sub-Committee of the Academic Council.

6.14.3 Phase 3: Awards

Once results are ratified, they are submitted to QQI through the QBS system for official awards to be issued. End of term transcripts are then provided to learners, completing the assessment cycle. This rigorous process ensures that all assessments meet the required standards of quality and integrity. The stages in the assessment of learners studying QQI higher education programmes at Chevron College are outlined in Figure 25: Assessment of HET Learners below.

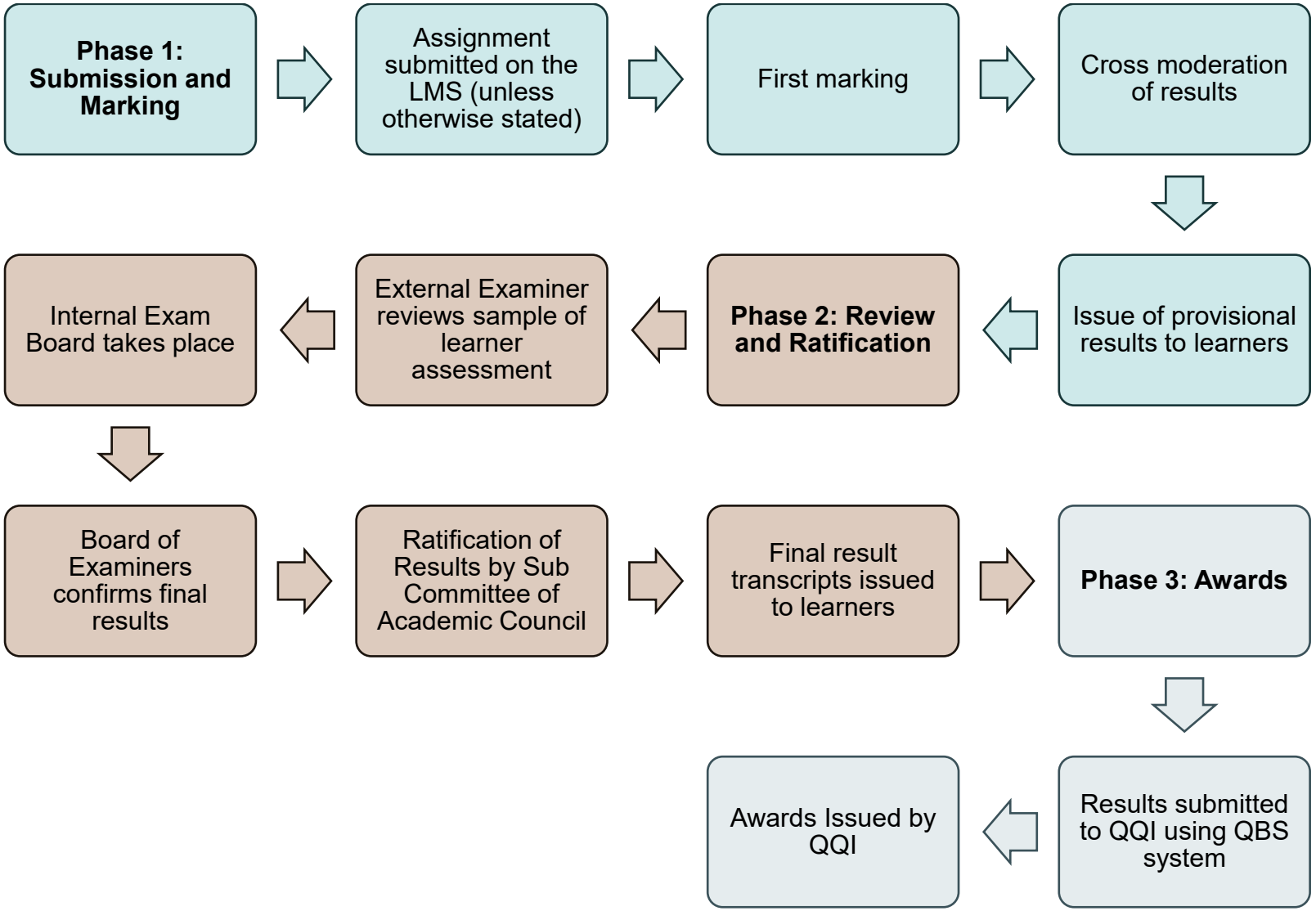

Figure 25: Assessment of HET Learners

6.14.4 Assessment Submission and Plagiarism/similarity detection software

Except where otherwise stated, learners will submit all summative assessments on Chevron's HET Programmes via Plagiarism/similarity detection software The following rules will apply:

- Learners must upload assignments to Plagiarism/similarity detection software, through their Chevron account in the case of individual submissions, or through a nominated group leader in group assignments, on or before, the submission deadline.
- Learners will be notified by a Plagiarism/similarity detection software email message when their assignment has been submitted successfully.
- Other means of submission will not be accepted.
- Technical support will be available from Chevron in case of problems with submission.
- Assignment deadlines on Plagiarism/similarity detection software will be set on or before 3.30pm on working days, to ensure technical support is available.
- It is the learner's responsibility to ensure that they have sufficient time (one hour) to address any technical issues before the submission deadline.
- All submitted assignments must include an authorship statement. Failure to do so will render the submission null and void.
- Learners must keep a copy of all submitted assignments until final results are ratified and any associated appeals have concluded.

6.14.5 Deadlines and Late Submission

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

- Learners must submit summative assessments for each module by the due date and time as stated in their assessment brief.
- If a learner submits an assessment twice, the later submission will be marked. If the later submission is made after the submission deadline, but within the agreed kate submission timeframe, a late penalty will be applied.
- Assignments will be accepted as late submissions up to and including 7 days (one week) after the submission deadline.
- Late submissions will result in a penalty unless an extension has been granted to the

learner. Late submission penalties are as follows:

- An assignment which is submitted late, but within 24 hours of the deadline, will be assessed but subjected to a penalty of 5% of total marks available (as opposed to the marks obtained).
- An assignment submitted between 25 hours and up to and including 7 calendar days (one week) late will be assessed but subjected to a penalty of 20% of the total marks available (as opposed to the marks obtained).
- Assignments submitted more than 7 full calendar days late will not be graded and a mark of 0% will be awarded.

- If an assignment is submitted late due to 'technical difficulties' that are the responsibility of the learner (e.g., personal laptop not working), then a late penalty will be applied if the learner did not allow sufficient time (at least one hour before submission deadline) to access technical support from Chevron. In the event of a scheduled timed exam where the technical difficulty is the responsibility of Chevron College (e.g., a disruption to the LMS), then learners will be notified of changes to submission deadlines as soon as possible.
- Where a late penalty is applied, this must be clearly indicated to the learner and any additional assessors such as external examiners. The Programme Administrator will record the penalty applied and the original result.
- Real-time assessments (LMS quizzes, oral presentations, etc) cannot be late. Failure to attend a real-time assessment will result in a mark of 0%, except where extenuation has been granted, and will be considered as an assessment opportunity for the purpose of entitlement to repeats.
- Learners who fail to submit an assessment and who have not submitted any extenuating circumstances documentation will be awarded a mark of 0% for that assessment.

6.14.6 Extensions

A request for an extension to an assessment deadline will be available to learners through Chevron's Reasonable Accommodations Policy (POL_06_RA) and Section 6.13: Extenuation.

6.14.7 Marking Schemes and Grading

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

- all assessors (e.g., first markers, second markers, etc.)

- marking timetables
- assessment criteria (marking and grading) to ensure appropriate use of the full spread of marks.
- how learner responses to assessment tasks should be evaluated.
- qualitative standards of achievement for each criterion.

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

A learner must demonstrate appropriate achievement of the relevant Minimum Intended Module Learning Outcomes (MIMLOs) and Minimum Intended Programme Learning Outcomes (MIPLOs) to be eligible for a pass mark (at minimum). Higher grades awarded will be based on how much the learner exceeds the learning outcomes and to what extent. This will be reflected in the grade descriptors for each assessment which will be provided to learners and will outline what is required to achieve a higher grade.

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

- Assessors will be required to make a final judgement, having totalled marks, to determine the final mark to be awarded. Marking a learner's work is the making of a quality judgement against clearly defined criteria in the assessment's grade descriptor. Assessors will be free to add or deduct marks to reflect more accurately the standard of the overall piece of work assessed.
- Grades will be awarded based on the individual learner's performance. Assessment decisions will not be based upon the comparison of one learner against others or by the requirement to have a specified number in a grade band.
- Learners undertaking group work will be assessed as individuals. This takes into account that learners may not contribute equally to group work or derive the same standard of learning from it. An agreed percentage of the marks allocated will relate to the individual component mark.
- To be deemed to have successfully completed an assessment a learner must achieve a minimum 'Pass' mark of 40% except where it is stated otherwise. Learners will be notified of pass marks on commencement of the programme.
- A mark below 40% is reflective of work which is deemed unsatisfactory in that it has not evidenced attainment of learning outcomes and may only show a superficial

understanding of the subject matter. A mark of 35 –39% should be awarded where the assessor feels that the fail is marginal in that it demonstrates that some attainment of the learning outcomes.

- Assessors will be required where possible to avoid issuing borderline marks, i.e., 1% below the next grade band, particularly when this pertains to the pass/fail borderline.
- The minimum pass mark for a module will be 40% except where programme validation has determined otherwise. Learners must achieve a minimum of 30% in all component assessments of the module in addition to a pass mark overall, to pass the module. Learners that achieve an overall pass mark but are below 30% in at least one component assessment are deemed to have failed that module.
- Learners may be required to repeat the failed assessment or module to progress to the next stage of the programme except where Pass by Compensation applies, or they are allowed to carry the failed module forward.

6.14.8 Moderation

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

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

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

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

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

6.14.9 External Examiner

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

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

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

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

For more information on the role of the External Examiner see Section 11.3.

6.14.10 Issue of Provisional Results

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

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

6.14.11 Assessment Feedback

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

- **Individual:** Identifying specific issues relating the learner's work.

- **Generic:** Referring to general points about the assessment.

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

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

Such a consultation will be informal and will be distinct from a request for a formal recheck or review of the ratified result following the decision of the Board of Examiners. For further information see Recheck, Review, and Appeals Policy (POL_06_RRA).

6.14.12 Internal Exam Board

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

- Internal Exam Board meetings will be held not less than one week before the Board of Examiners meeting to ensure adequate time to prepare the draft broadsheet of results.
- Any issues with results will be discussed.
- External Examiners can be involved in such meetings.
- Such a meeting may influence but not compel, assessors to adjust their assessment findings. Any changes to assessment or module marks may only be made with the agreement of the assessor concerned.
- The Internal Exam Board does not have the authority to change a borderline award, approve a pass by compensation or fail a learner, but will make recommendations to the Board of Examiners.
- While some modules may be more challenging than others, and this may be reflected in the grades assigned, any module having a grade distribution which is inconsistent will warrant further investigation. If systematic anomalies are discovered (through routine analysis or following consideration of learners' complaints), these will be reported to the Board of Examiners, and the Director of Academic Affairs will be

notified by the Programme Leader.

- A report on the moderation process and recommendations made by the Internal Exam Board will be prepared for the Board of Examiners meeting by the Programme Leader.

6.14.13 Board of Examiners

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

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

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

The Board of Examiners is a sub-committee of and will be accountable to Chevron's Academic Council, who will review a Board of Examiners Report, External Examiner Report and Assessment Trend Analysis for each programme.

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

6.14.14 Results Approval Panel

The Results Approval Panel is a sub-committee of the Academic Council at Chevron College, convened by the Director of Academic Affairs to ratify programme results following each Board of Examiners meeting. The panel ensures that all learner results meet the academic standards of the institution and comply with regulatory requirements. Membership includes the Director of Academic Affairs as Chair and at least two members of the Academic Council, with a quorum of three members required for decision-making. The panel

excludes any members who were directly involved in the Board of Examiners for the programme under review, ensuring impartiality in the ratification process.

The panel meets within one week of the Board of Examiners meeting to review and approve the broadsheet of results, making decisions by consensus. If consensus cannot be reached, the Chair has the final say. Once results are approved, they are forwarded to the Programme Administrator for processing and issuing of learner transcripts. Any issues or recommendations arising during the meeting are referred to the Academic Council for further review. This process ensures that results are ratified in a timely and transparent manner, maintaining the integrity of Chevron College's academic standards.

6.14.15 Publication of Results

Publication of results will be within one week of ratification by the HET Results Approval Panel where possible. Lecturers will not communicate module results to learners until they have been ratified. The Programme Administrator will issue a final transcript of results to each learner via email/the student information system.

The email will include details on how learners can request feedback on the assessment from their lecturer/tutor if they have not already done so and on Chevron's Appeals process. See the Recheck, Review and Appeals Policy (POL_06_RRA) for additional information.

6.14.16 Notification of Results to QQI

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

6.15 Award Types and Classifications

The following tables describe the classifications available for QQI programmes from level 5 up to level 9 on the National Framework of Qualifications (NFQ) major awards (made by QQI or by recognised institutions under delegated authority). They also specify the required boundary values for grade point average (GPA) and percentage point average (PPA).

6.15.1 Common Awards System (CAS)

Common Awards System, typically referred to a CAS, is a framework developed by QQI to ensure consistency in the design, delivery, and assessment of awards in Further Education and Training (FET). CAS awards align with levels 1–6 of the NFQ and are primarily focused on vocational and technical education.

CAS awards include:

- **Major Awards:** Full qualifications requiring the achievement of a specified number of credits (usually 120 for a Level 5 Major Award).
- **Minor Awards:** Smaller, focused qualifications contributing to a Major Award.
- **Special Purpose Awards:** Qualifications addressing specific needs, such as regulatory or compliance requirements.
- **Supplemental Awards:** Qualifications that enhance existing skills or qualifications.

6.15.2 Award Classifications Further Education and Training (FET)

There is a scoring scheme used for level 5/6 FET programmes. This scoring scheme only applies where all the requirements for the major award are met, i.e., when the named component awards specified have been achieved to a minimum of 120 credits. Each component is given a score based on the credit value of the component and the weighting of the grade achieved.

Most component awards have a credit value of 15 (the possible component credit values are 5, 10, 15, 20 and 30). The following weightings will apply to the grades achieved: pass = 1, merit = 2, distinction = 3.

To calculate a component score:

1. Multiply the credit value of the component by the weighting for the grade achieved.
2. Add all the component scores up to a cumulative credit value of 120.
3. When adding up these scores begin with distinctions, then merits, then passes.
4. Finally, multiply the total by 13 and divide by 12 to give the overall score (maximum 390).

6.15.3 Award Classifications Higher Education and Training (HET)

HIGHER CERTIFICATES (NFQ 6) and ORDINARY BACHELOR'S DEGREES (NFQ 7)			
CLASSIFICATION	**GPA**	**PPA**	**DESCRIPTION**
Distinction	3.25	70%	Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Merit Grade 1	3.0	60%	Achievement includes that required for a Pass and in many respects is significantly beyond this
Merit Grade 2	2.5	50%	Achievement includes that required for a Pass and in some respects is significantly beyond this
Pass	2.0	40%	Attains all the minimum intended programme learning outcomes

Table 11: Award Classifications for QQI Level 6 and 7 Programmes

HONOURS BACHELOR'S DEGREES (NFQ 8) AND HIGHER DIPLOMAS (NFQ 8)			
CLASSIFICATION	**GPA**	**PPA**	**DESCRIPTION**
First Class Honours	3.25	70%	Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Second Class Honours Grade 1	3.0	60%	Achievement includes that required for a Pass and in many respects is significantly beyond this
Second Class Honours Grade 2	2.5	50%	Achievement includes that required for a Pass and in some respects is significantly beyond this
Pass	2.0	40%	Attains all the minimum intended programme learning outcomes

Table 12: Award Classifications for QQI Level 8 Programmes

POSTGRADUATE DIPLOMA (NFQ 9)			
CLASSIFICATION	**GPA**	**PPA**	**DESCRIPTION**
Distinction	3.25	70%	Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Second Class Honours	3.0	60%	Achievement includes that required for a Pass and in many respects is significantly beyond this
Pass	2.0	40%	Attains all the minimum intended programme learning outcomes

Table 13: Award Classifications for QQI Level 9 Programmes (Postgrad Diploma)

MASTERS (NFQ 9)			
CLASSIFICATION	**GPA**	**PPA**	**DESCRIPTION**
First Class	3.25	70%	Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Second Class Honours	3.0	60%	Achievement includes that required for a Pass and in many respects is significantly beyond this
Pass	2.0	40%	Attains all the minimum intended programme learning outcomes

Table 14: Award Classifications for QQI Level 9 Programmes (Masters)

6.16 Overview of the FET Assessment Process within Chevron

Chevron College's assessment of learners studying QQI programmes at Level 5 and Level 6 within Chevron covers three broad areas with associated processes divided into three key phases.

6.16.1 Phase 1: Assessment Planning and Approach

In this phase, Chevron follows specific internal policies and programme validation requirements to ensure assessments meet academic standards. Oversight of the assessment process is the responsibility of the Academic Committee, while the Director of Academic Affairs, Programme Leaders, and tutors ensure the delivery of assessments. The focus is on enhancing the quality of teaching and learning, with emphasis on the security and integrity of processes, including the protection of exam scripts and the implementation of anti-plagiarism measures. Additionally, the assessment process is a critical component of Chevron's self-evaluation efforts, allowing for ongoing improvement.

6.16.2 Phase 2: Assessment Authentication

During this phase, Chevron implements Internal Verification (IV) to ensure that all assessment procedures have been properly followed. IV involves verifying compliance and monitoring the outcomes by sampling assessment results. Cross-moderation is an essential aspect of maintaining quality and consistency, with lead assessors reviewing the work of other assessors or across programmes. Furthermore, External Authentication (EA) introduces an external expert with specialised knowledge in the field of learning, who moderates results through the sampling of assessment outcomes. This additional layer of review ensures that Chevron’s assessments adhere to rigorous academic standards and external benchmarks.

6.16.3 Phase 3: Results Approval, Appeals and Certification

In this phase, a results approval panel reviews and approves the assessment results. The panel is responsible for carrying out quality assurance checks and signing off on the final results before learners are notified of their outcomes. Learners are entitled to appeal their assessment results through a formal process, with specific time limits and associated fees. Once results are finalised and any appeals are addressed, all results are compiled, checked, and uploaded to QQI's QBS system for certification. If any result is under appeal, it is flagged for review by QQI. Upon completion, QQI issues official award certificates to learners via Chevron, ensuring a transparent and reliable process from start to finish.

See Figure 26: Assessment Process and Activities (NFQ 5 and 6) below.

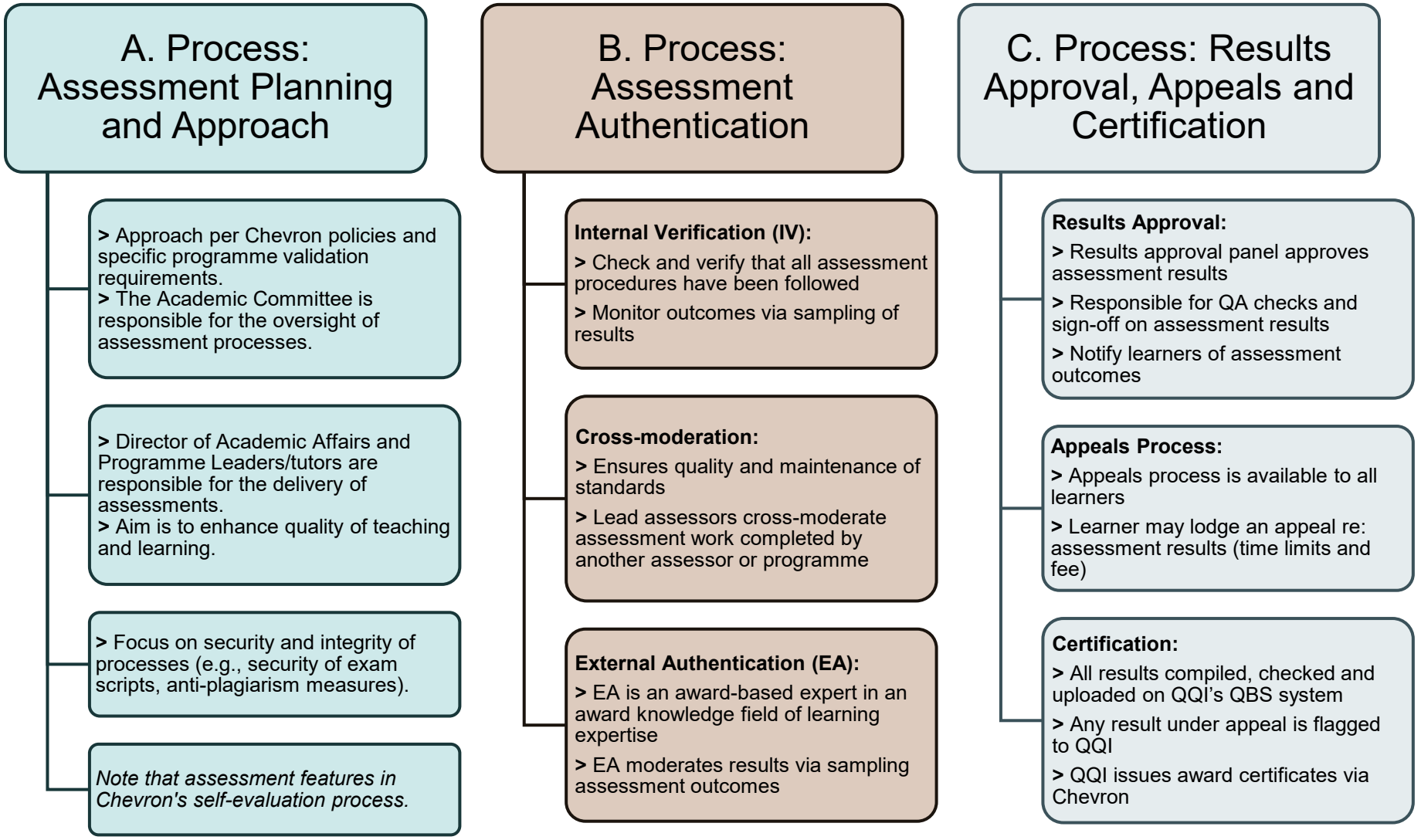

Figure 26: Assessment Processes and Activities (NFQ 5 and 6)

6.17 Reasonable Accommodations

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

Reasonable accommodations are designed to enable learners with specific learning needs participate in assessments in a fair and accessible way. They do not apply to learners with a temporary illness or injury or other mitigating circumstances who should refer to the process outlined in section 5.35: Extenuation.

6.18 Reasonable Accommodation Policy (POL_06_RA)

6.18.1 POL_06_RA: Table

POLICY DETAILS			
Policy Name:	Reasonable Accommodation Policy		
Policy No:	POL_06_RA	**Version No:**	V1.1
Prepared by:	Dean of Education, Director of Academic Affairs, Registrar		
Policy Owners:	Dean of Education, Director of Academic Affairs, Registrar, Programme Leader(s), Lecturers/Tutors, Programme Administrator(s), Learner Support Advisors		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V1.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 1.1 uses the updated Policy No. naming convention. Changed from POL_19_RA to POL_06_RA.		
RELATED ITEMS			

Related Internal Documents and/or External Information (if any):	• Assessment and Standards Revised (2022) • EDI Glossary • HEA National Access Plan 2022–2028 • Equal Status Act, 2000 • Disability Act, 2005 • Institutes of Technology Act, 2006 • The Irish Human Rights and Equality Act 2014 • Gender Recognition Act, 2015 • United Nations Convention on the Rights of Persons with Disabilities, 2018 • HEA National Access Plan, 2022-2028
Related Policies (if any):	• Equality, Diversity, and Inclusion Policy (POL_03_EDI) • Teaching and Learning Policy (POL_05_TL) • Assessment of Learners Policy (POL_06_AOL) • Recheck, Review, and Appeals Policy (POL_06_RRA) • Academic Support for Learners Policy (POL_08_ASL) • Pastoral Support for Learners Policy (POL_08_PSL) • Learner Induction Policy (POL_08_LI)

6.18.2 POL_06_RA: Purpose

The purpose of this policy is to ensure that Chevron College provides reasonable accommodations to learners and staff with disabilities, learning difficulties, or health conditions to promote an inclusive and equitable learning environment. This policy is aligned with national legislation, including the Disability Act 2005, and strives to ensure that everyone can access educational opportunities on an equal footing.

6.18.3 POL_06_RA: Scope

This policy applies to all learners and staff at Chevron College who require reasonable accommodations due to disabilities, health conditions, or specific learning needs. It includes adjustments made to teaching, assessment, physical environment, and access to learning materials.

6.18.4 POL_06_RA: Statement

Chevron College is committed to creating an inclusive and supportive educational environment. Reasonable accommodations will be provided to ensure that learners and staff with disabilities or specific learning needs are not disadvantaged in accessing education or

employment at the college. These accommodations may include adjustments to teaching methods, assessments, timetables, and access to resources.

6.18.4.1 Reasonable Accommodations for Learners

Chevron College will provide reasonable accommodations based on individual learner needs, including but not limited to:

- **Flexible Assessments:** Offering a variety of assessment formats such as oral presentations, projects, and extended deadlines to suit learners' individual needs.
- **Recorded Classes:** Live classes on Microsoft Teams are recorded, and transcripts are available to allow learners to revisit lessons and enhance their learning experience.
- **Assistive Technology:** Access to tools such as Microsoft 365 (with features like dictation and transcription) and screen reader compatibility through Microsoft Edge's Read Aloud function.
- **Accessible Learning Materials:** Providing learning materials in formats that are accessible to all learners, including audio and visual content to support different learning styles.
- **Use of AI Support:** AI tools like Microsoft Copilot will be made available to assist learners in summarising complex material and understanding theoretical concepts.
- **Alternative Formats:** Materials and exams will be provided in alternative formats (e.g., large print, audio) to meet specific accessibility needs.
- **Note-taking and Scribes:** For learners who need assistance during lectures or assessments.

6.18.4.2 Reasonable Accommodations for Staff

Chevron College will also accommodate staff with disabilities or specific needs by:

- **Flexible Work Arrangements:** Adjusting timetables, locations, or work hours to accommodate medical appointments or work-life balance requirements.
- **Assistive Technology:** Providing the necessary technological tools and support to ensure that staff with disabilities can perform their roles effectively.
- **Physical Adjustments:** Ensuring that the work environment is accessible, including modifications such as ergonomic furniture, accessible pathways, and designated parking.

6.18.5 POL_06_RA: Roles and Responsibilities

The Registrar and the Dean of Education have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

Learner Support Services are responsible for overseeing the implementation of reasonable accommodations for learners, ensuring appropriate support is provided based on individual needs.

The Operations Manager is responsible for ensuring that staff with disabilities receive reasonable accommodations and support in the workplace.

Academic and Pastoral staff are responsible for ensuring that reasonable accommodations provided to learners are implemented effectively and that learners are supported in accessing educational opportunities.

Learners and staff in need of reasonable accommodations are responsible for requesting reasonable accommodations in a timely manner and providing relevant documentation to support their requests where appropriate.

6.18.6 Ground for Reasonable Accommodations

The grounds on which applications can be made include but are not limited to:

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

6.18.7 Applying for Reasonable Accommodations

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

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

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

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

Reasonable accommodations are concerned with adapting the assessment approach and not with diluting the standard of learning or jeopardising the integrity of the assessment. Learners must still demonstrate attainment of the programme's intended learning outcomes.

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

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

The provision of Reasonable Accommodations will be discussed at each Programme Review meeting. The Academic Council will review this area as part of its oversight of programme delivery. Further information on the Reasonable Accommodation process is set out in Figure 27: Reasonable Accommodation Process and Resources below.

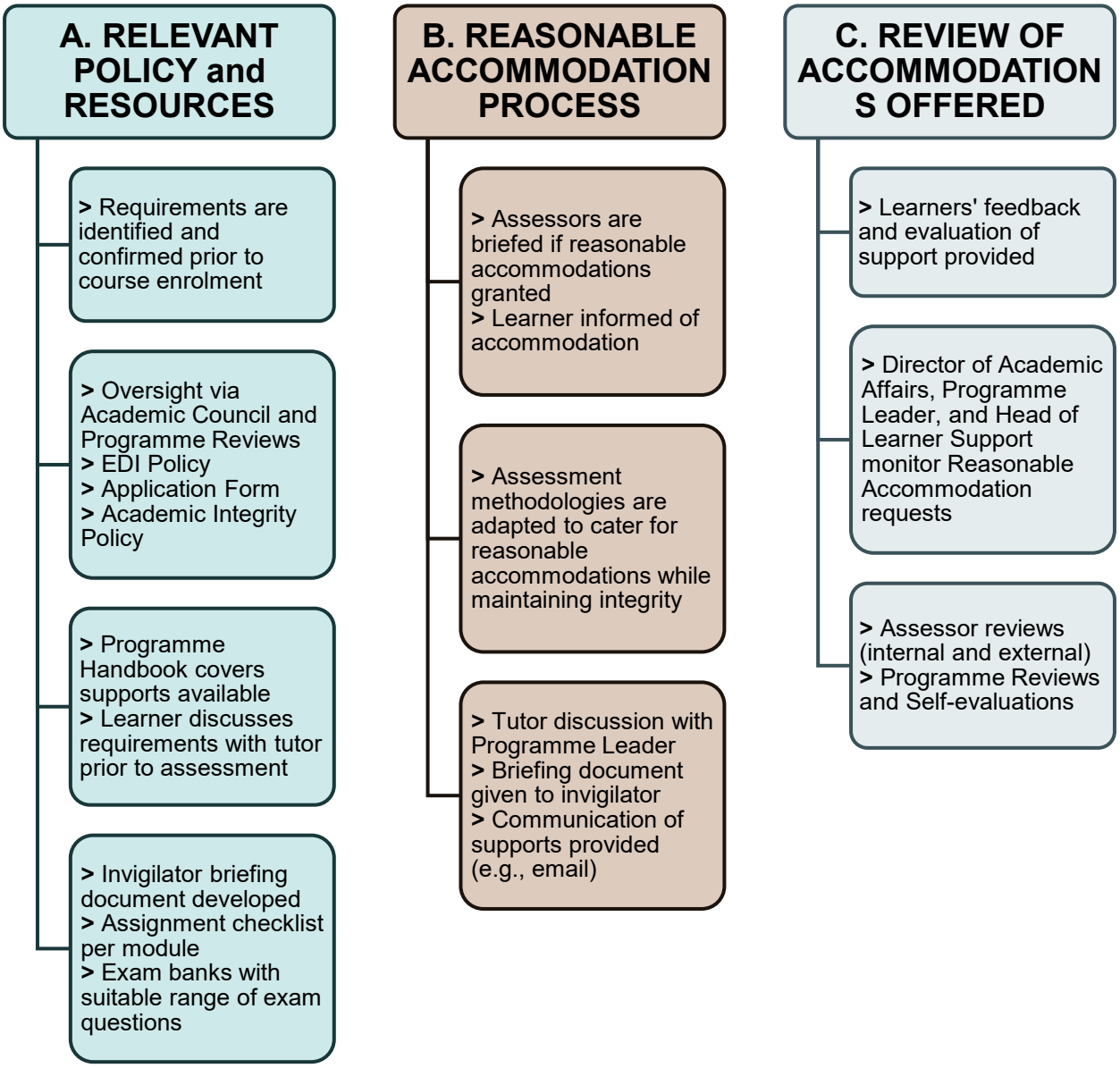

Figure 27: Reasonable Accommodation Process and Resources

6.19 Extenuation

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

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

Chevron is aware of its responsibilities to all learners and is committed to showing as much flexibility as possible to facilitate access to programmes and ensure that no learner is disadvantaged, while maintaining high academic standards and the integrity of the programmes that the College delivers.

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

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

Learners are advised of their responsibility to make reasonable efforts to meet programme requirements and deadlines and are routinely reminded of the supports available from their Lecturers/Tutors, Learner Support Advisor, Programme Leader and the Dean of Education throughout their studies.

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

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

- Module deferral
- Programme deferral

6.19.1 What are Extenuating Circumstances?

Extenuating Circumstances are unforeseen or unpreventable circumstances that have a serious impact on a learner's ability to submit or sit an assessment or adversely affect their performance, or ability to continue with their studies for a period of time. Examples of Extenuating Circumstances may include a bereavement, a serious short-term illness or accident, worsening of a medical condition or other adverse personal circumstances, or temporary and substantial extra work demands.

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

6.19.2 Requesting an Extension to an Assessment Deadline

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

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

submission date for their assessment by the Programme Leader.

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

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

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

Applications for consideration of Extenuating Circumstances will not be accepted after the relevant Board of Examiners has met. Such cases may be dealt with under Chevron's Recheck, Review, and Appeals Policy (POL_06_RRA).

6.19.3 Confidentiality and Data Protection

All requests for accommodations will be handled confidentially. Any personal data collected will be processed in accordance with Chevron College's Data Protection Policy and relevant data protection legislation.

6.20 Internal Verification (IV)

Internal Verification (IV) is an internal Chevron process to check assessment results and marking sheets to ensure that assessment has been completed correctly. The IV process is outlined below and in Figure 28: Internal Verification Process.

6.20.1 Planning Phase (IV)

The planning stage of the Internal Verification (IV) process involves documenting the IV process and creating a clear plan for implementation. Internal verifiers are appointed for

each assessment period in accordance with this plan, and a sampling strategy is developed to guide the selection of assessments for verification. Best practice recommends ensuring that the IV plan aligns with the institution's overall quality assurance policies and is regularly reviewed to reflect changes in programme structure or assessment methods. A well-defined sampling strategy helps ensure that the verification process covers a representative range of assessments while focusing on areas that may pose higher risks.

6.20.2 Delivery Phase (IV)

During the delivery phase, internal verifiers are appointed, and a sampling strategy is executed to assess the quality of marking and results. Verifiers are provided with briefing documents to ensure they understand their role and the specific assessments being reviewed. They then check that the assessment results are accurate, marking is consistent, and results are properly documented. An Internal Verification report is produced and made available to both the External Authenticator and the Results Approval Panel. Best practice suggests that internal verifiers maintain a transparent record of any discrepancies or issues they encounter, ensuring accountability and allowing for swift corrective actions. Additionally, verification should be completed promptly to ensure that results are uploaded accurately and on time to external systems like QQI's QBS.

6.20.3 Review Phase (IV)

The review phase ensures that all data input into the QQI QBS system has been verified and accurately reflects the final assessment results. A list of verified assessments is created for the certification period, and minutes or action plans from relevant IV meetings are documented. Best practice in this phase involves creating a feedback loop from IV discussions, which can be used to improve future verification processes, enhance consistency in marking, and address any systematic issues that arise. Regular audits of the IV process help to ensure that any identified issues are resolved and that verification procedures continue to meet both internal and external quality standards.

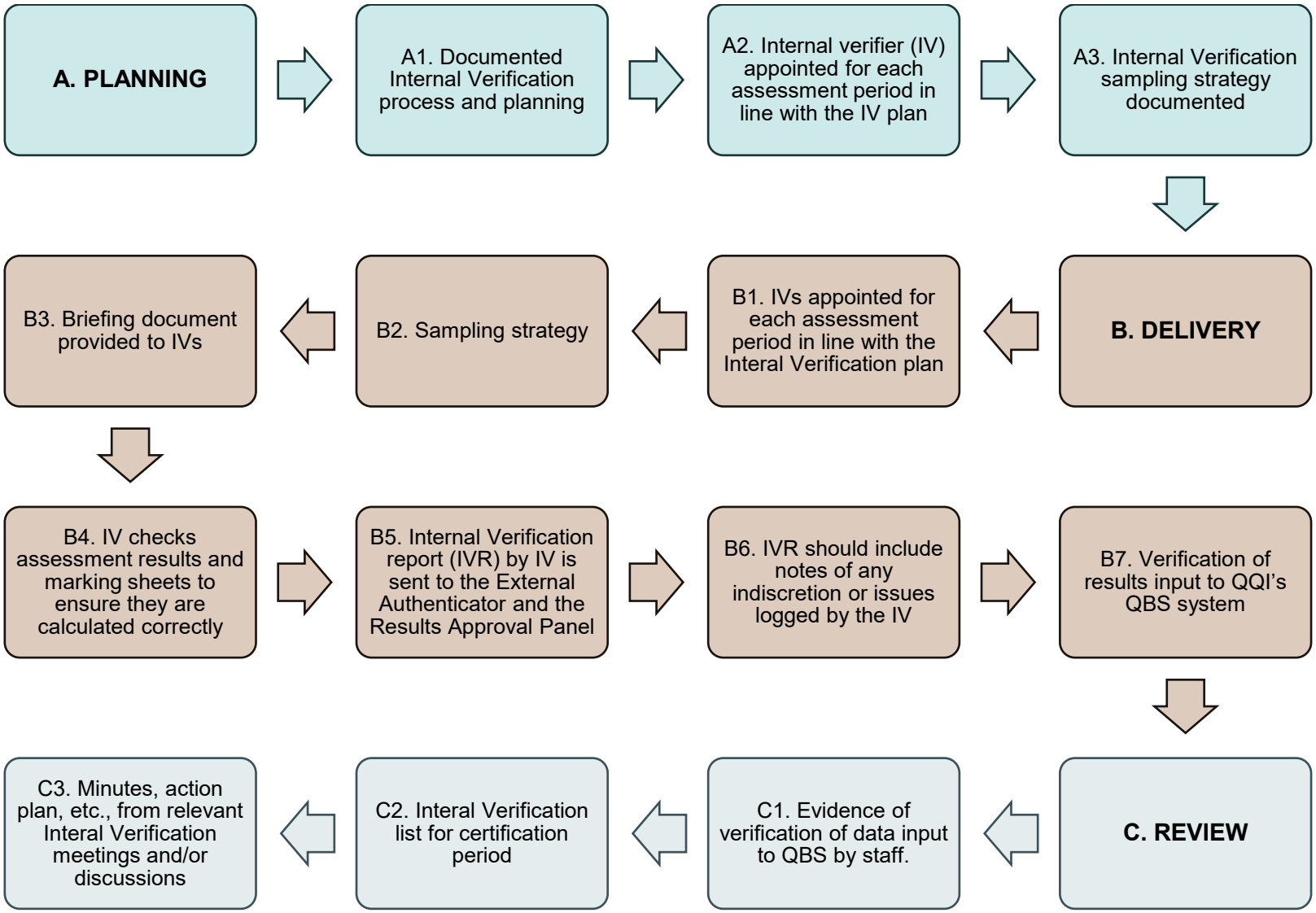

Figure 28: Internal Verification Process

6.21 Cross Moderation Process

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

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

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

6.22 External Authentication

The External Authentication (EA) process is an external review of Chevron's assessment to ensure its consistency with QQI standards, the module component specification and best practice. The EA process provides an independent and authoritative confirmation of fair and consistent assessment of learners, in line with national standards. The EA process is outlined below and in Figure 29: External Authentication (EA) Process.

6.22.1 Planning Phase (EA)

The planning phase of the External Authentication (EA) process at Chevron College includes a documented plan and procedure for the appointment and responsibilities of external authenticators. Criteria for selecting external authenticators focus on ensuring their independence from the institution and their subject matter expertise. The Academic Council reviews the EA criteria, reports, and outcomes to ensure alignment with Chevron's academic standards. Chevron also provides a thorough induction process for external authenticators to familiarise them with the institution's policies and procedures. In line with best practice, Chevron ensures that the EA plan, sample strategy, and criteria for appointment are regularly updated and reviewed to maintain the highest standards of academic integrity.

6.22.2 Delivery Phase (EA)

During the delivery phase, Chevron prepares a comprehensive list of modules to be sent to the external authenticator for verification. A clear sampling strategy is documented and communicated to ensure the external authenticator has access to a representative range of

assessments. The EA reviews the Internal Verification report and assesses the component specifications, programme descriptors, assessment briefs, and assessment evidence to ensure they align with the award standards. Chevron ensures that external authenticators are fully briefed and supported throughout the process to enhance transparency and assessment integrity.

6.22.3 Review Phase (EA)

In the review phase, a formal meeting is held with the external authenticator, the QA coordinator, internal verifiers, and management to discuss findings. The EA report is retained and can be submitted to QQI if requested. Chevron maintains a checklist and CVs of external authenticators, along with all assessment evidence and documentation to ensure a thorough review process. Recommendations for improvement from the external authenticator are actioned promptly, and feedback loops are integrated into the quality assurance process to continually enhance academic standards and assessment consistency.

6.23 Feedback to Learners

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

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

- Review of records of feedback to learners
- Assessment briefs
- Marking schemes
- Notification email
- Plagiarism/similarity detection software reports
- Minutes, action plans, etc. from related meetings

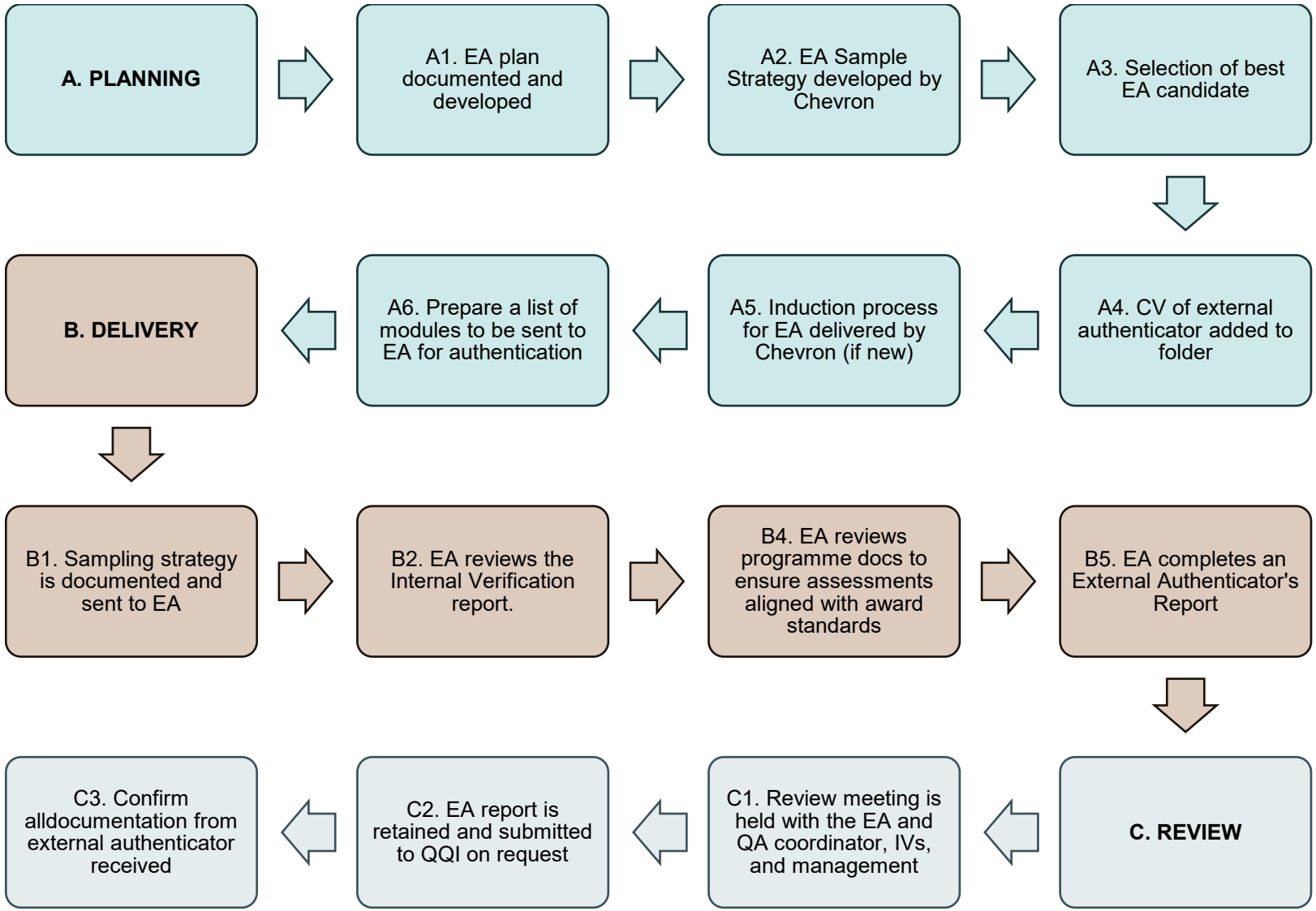

Figure 29: External Authentication (EA) Process

6.24 Learner Appeals

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

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

Chevron will ensure the following:

- Information will be given to all Learners on the Appeals Process, via the Pre-Course Information available on the website and as part of the course induction.
- The Appeals Process includes the procedures and deadlines for submitting an appeal.
- The learner must lodge their appeal in writing directly to Chevron. A minimum of 14 days will be allowed for a learner to lodge an appeal.
- A fee of €50 will apply per appeal and will be returned to the learner if the outcome of the appeal is successful.
- Only evidence that has previously been presented by the learner and has been retained by Chevron following the initial assessment, can be considered as part of an appeal. No new evidence can be submitted.
- All assessment evidence as required by the component specification/validated programme module must be available for the appeal. Any evidence not available will be assumed not to have been completed or submitted.
- Chevron will process the appeal within a reasonable timeframe and will ensure that the appeal assessor is not the original assessor.

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

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

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

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

6.25 Results Approval

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

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

6.26 Corrective Actions

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

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

- Document a corrective action plan.
- Errors and corrective actions recorded.
- Documented procedures for correction actions.
- Where applicable, a meeting will be held with relevant stakeholders to discuss the

error and appropriate corrective action to be applied.

6.27 Progression

Chevron's HET programmes will be delivered in stages, comprising a set of modules at a prescribed NFQ level. A learner will be normally required to demonstrate achievement of the minimum intended learning outcomes of all the preceding stages to be eligible to progress to the following stage. The possible progression outcomes for a learner following the assessment of each stage are in Table 14: Results and Progression Outcomes below.

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

Table 15: Results and Progression Outcomes

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

- pass by compensation
- exemption from part of the programme (with or without the allocation of a grade and

credit)

- eligibility to progress carrying the failed modules to be passed during the subsequent stage

6.27.1 Pass by Compensation

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

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

Compensation may be applied only to enable a learner to pass a full stage. Capstone modules may be designated at not passable by compensation.

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

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

6.27.2 Trail A Module

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

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

Learners are required to pass a carried module in the stage into which it is carried. They cannot progress to a subsequent stage if they have not yet passed that trailing module, i.e., a stage 1 trailing module cannot be carried into stage 3.

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

6.27.3 Exemption from Studying a Module

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

In principle, exemptions are permitted at any stage of a programme, subject to the relevant programme and constituent module assessment strategies.

For further information, see Recognition of Prior Learning (RPL) Policy (POL_04_RPL).

6.27.4 Repeating an Assessment

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

- Details on repeat assessment opportunities will be communicated to learners via their Programme Handbook and LMS.
- Learners may be asked to resubmit their assessment based on the feedback they have been given or given a new assessment task. Any new assessment briefs must be approved by the External Examiner prior to being issued to the learner.
- A different arrangement normally applies in the case of a research thesis submitted for a higher degree.
- For an unseen examination (e.g., an examination paper which is not seen by learners until handed out at the time of examination), the repeat tasks should not be the same as the original tasks.
- There will be a set timeframe within which the repeat assessment must be submitted which will be outlined in the programme calendar. Standard late submission penalties will apply to this submission.
- Typically, the repeat assessment period will be after an exam board takes place with repeat results released before the next semester/stage begins so a learner who has failed or deferred an assessment(s) during the academic year has an opportunity to complete the stage prior to the next academic year.
- Marks on repeat assessments will be capped at 40%, except in the case of extenuating circumstances. Learners will not be permitted to repeat an assessment to achieve a higher grade.

- If a learner fails a repeat assessment, they may be required to repeat the module, including all component assessments, before moving on to the next stage of the programme unless they are mid-academic year (i.e., semester one of a two semester stage) or it is agreed by the Board of Examiners to:
    - a) allow the learner to passed by compensation provided they meet the requirements.
    - b) be able to progress to the next stage with a trailing module in which case they may proceed to the next stage, but not a subsequent stage.
- The mark of a repeat module will be capped at 40%.
- Where a learner fails to achieve a pass mark within the maximum number of repeat opportunities, they will not be permitted to progress further with their programme of study.

6.28 Reviews, Rechecks, and Appeals of Assessment

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

6.29 Recheck, Review, and Appeals Policy (POL_06_RRA)

6.29.1 POL_06_RRA: Policy Table

POLICY DETAILS			
Policy Name:	Recheck, Review, and Appeals Policy		
Policy No:	POL_06_RRA	**Version No:**	V1.1
Prepared by:	Academic Council, Dean of Education, Director of Academic Affairs, Registrar		
Policy Owners:	Academic Council, Management Board, Dean of Education, Director of Academic Affairs, Registrar, Programme Leader(s), Lecturers/Tutors, Programme Administrator(s), Learner Support Advisors		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026

Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V1.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version V.1 uses the updated Policy No. naming convention. Changed from POL_20_RRA to POL_06_RRA.		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• Assessment and Standards Revised (2022) • Assuring Assessment, Guidelines for Providers (2013) • Core Statutory Quality Assurance Guidelines (2016) • Sector Specific Quality Assurance Guidelines for Independent/Private Providers (2016) • National Strategy for Higher Education for 2030 • Expanding Our Understanding of Assessment and Feedback in Irish Higher Education (2017) • Assessment Of/For/As Learning (2016) • Education Indicators for Ireland (2024) • National Framework of Qualifications Ireland • Academic Integrity Guidelines • The Principles and Operational Guidelines for The Implementation of a National Approach to Credit in Irish Higher Education and Training (2005)		
Related Policies (if any):	• Teaching and Learning Policy (POL_05_TL) • Assessment of Learners Policy (POL_06_AOL) • Academic Integrity Policy (POL_06_AIN) • Academic Support for Learners Policy (POL_08_ASL) • Pastoral Support for Learners Policy (POL_08_PSL) • Learner Induction Policy (POL_08_LI)		

6.29.2 POL_06_RRA: Purpose

The purpose of this policy is to ensure that learners at Chevron College have a clear and transparent process to appeal decisions related to assessments, academic misconduct,

extenuating circumstances, admissions, and Recognition of Prior Learning (RPL). The policy is aligned with best practices and protects the rights of learners under Irish legislation, including QQI guidelines and standards.

6.29.3 POL_06_RRA: Scope

This policy applies to all learners enrolled in programmes at Chevron College. It covers the appeals process related to assessments, academic misconduct, extenuating circumstances, admissions decisions, and RPL. Appeals must be based on specific grounds as outlined below and follow the formal process outlined in this policy.

6.29.4 POL_06_RRA: Statement

Chevron College is committed to ensuring fairness, transparency, and consistency in all academic decisions. This policy outlines the process by which learners may appeal decisions on assessments, academic misconduct, extenuating circumstances, admissions, and Recognition of Prior Learning (RPL). The policy reflects national best practices and learner rights as outlined by QQI and relevant Irish legislation.

Detailed feedback on summative assessments will be embedded within a Plagiarism/similarity detection software report. Learners will be encouraged to avail of the opportunity to discuss this feedback through an informal review with their assessor. Learners will have the right to query the outcome of an assessment, through a recheck or review (as defined by QQI *Assessments and Standards Revised, 2022*) once results have been formally ratified by the Board of Examiners.

Chevron College recognises that learners may sometimes feel that decisions related to their academic progress were made without fully considering their individual circumstances. To address these concerns, the College provides a structured, impartial process for learners to request a recheck, review, or appeal. A fee of €30 will apply per recheck fee and a fee of €50 will apply per review or appeal.

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

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

- Marks may be increased or decreased, and the grade may remain unchanged.

6.29.4.1 Recheck of Assessment

A recheck is the administrative operation of checking the recording and combination of component scores for a module and/or stage at least one more time to ensure there was no error in the calculation of the score(s). See Figure 30: Recheck and Review Process.

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

6.29.4.2 Review of Assessment

A review means the re-consideration of the assessment decision by an Academic Council within the programme concerned. Learners will be required to state the grounds for the requested review and to provide appropriate supporting documentation. See Figure 30: Recheck and Review Process.

- Learners may request a review of an assessment, module or decision of the Board of Examiners.
- The grounds for a review are:
    - Where a learner perceives that there has been an irregularity or inequality in the implementation of the assessment process.
    - Compassionate or medical circumstances which the learner was unable to disclose to Chevron ahead of the Board of Examiners' decision.
- Requests for review must be submitted in writing using the Recheck and Review Request form which will be available to download from LMS.

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

6.29.4.3 Appeals

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

- Assessment
- Academic misconduct
- Extenuation
- Admission
- RPL

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

- The learner must submit their appeal in writing to Chevron's Director of Academic Affairs using the Appeals Request Form which will be available to download from

LMS or from the relevant Programme Administrator.

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

See Figure 31: Appeals Process below.

6.29.4.4 Learner Rights

Chevron College adheres to best practices in higher education, including:

- **QQI Guidelines**: Chevron College follows QQI's Assessment and Standards (Revised 2022) and other relevant guidance to ensure fairness and consistency in assessments and appeals processes.
- **Natural Justice**: The appeals process is based on principles of natural justice, ensuring impartiality and fairness. Learners have the right to a fair hearing and to present their case before an independent body.
- **Reasonable Timeframes**: All rechecks, reviews, and appeals are processed within reasonable timeframes to ensure timely resolutions for learners.
- **Procedural Transparency**: Information about the appeals process, including timelines, fees, and required documentation, is provided in learner handbooks, programme induction, and communications regarding assessment results.

- **Right to Academic Freedom**: Learners retain the right to express their academic opinions without fear of penalty provided that such expressions are in line with academic integrity guidelines.
- **Right to Support**: Learners are entitled to access appropriate support services during the appeals process, including academic guidance, counselling services, and any reasonable accommodations required to ensure a fair and equitable appeals experience.

6.29.5 POL_06_RRA: Roles and Responsibilities

The Registrar has overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy and has executive responsibility for the management of appeals and for ensuring that it is conducted in accordance with Chevron's policy and procedures as agreed with national and international regulations and best practice.

The Appeals Board consists of independent members and are tasked with reviewing and deciding on formal appeals. The Chair of the Academic Council oversees the appeals process, convenes the Appeals Board (if previously not involved), and ensures that all appeals are handled impartially.

Learners are responsible for initiating informal reviews and submitting formal requests for rechecks, reviews, and appeals, following the required procedures.

Tutors/assessors are responsible for providing detailed feedback and participate in the informal review process.

Programme Leaders are responsible for overseeing rechecks and reviews, ensuring adherence to procedures and timelines.

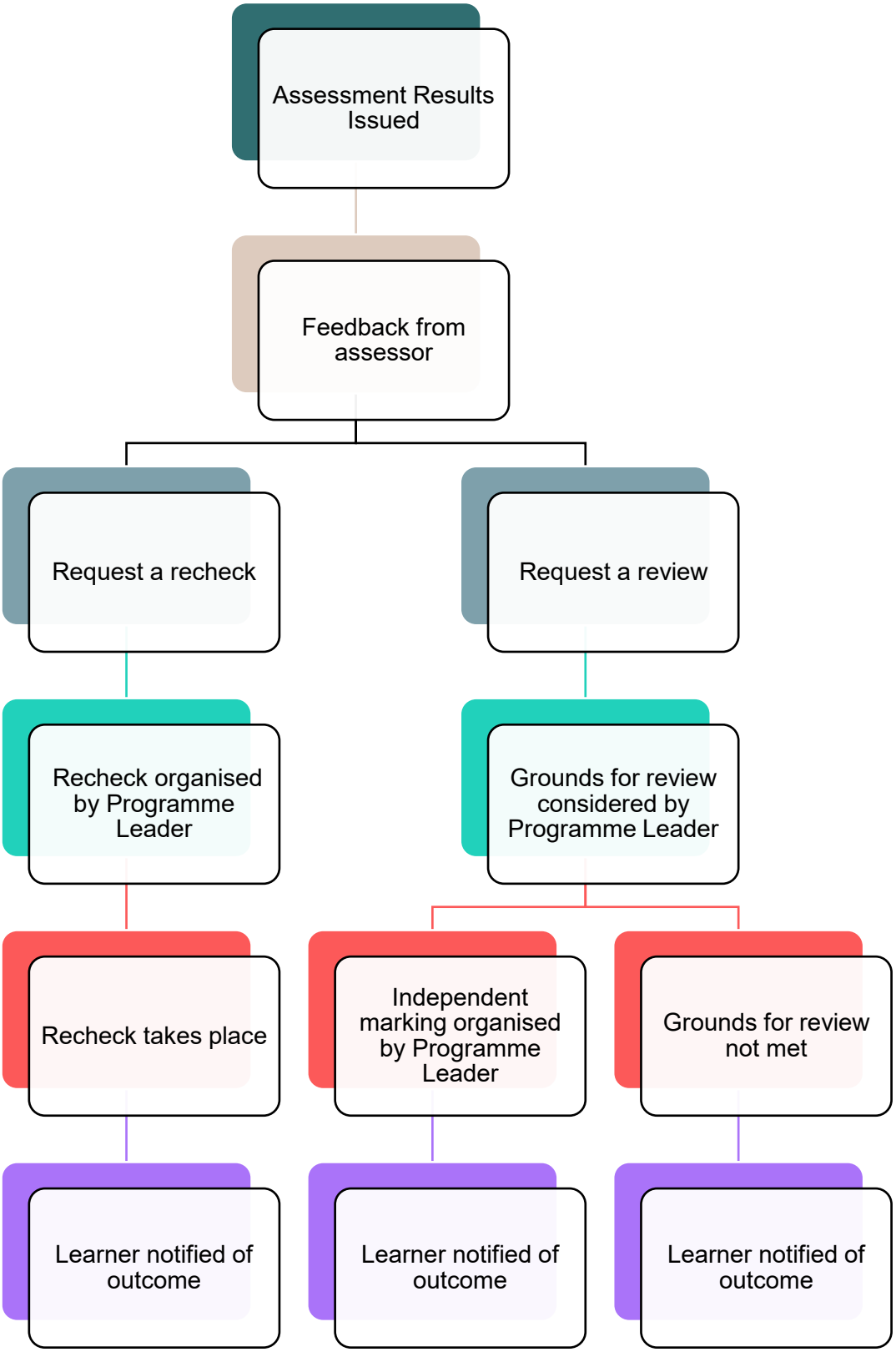

Figure 30: Recheck and Review Process

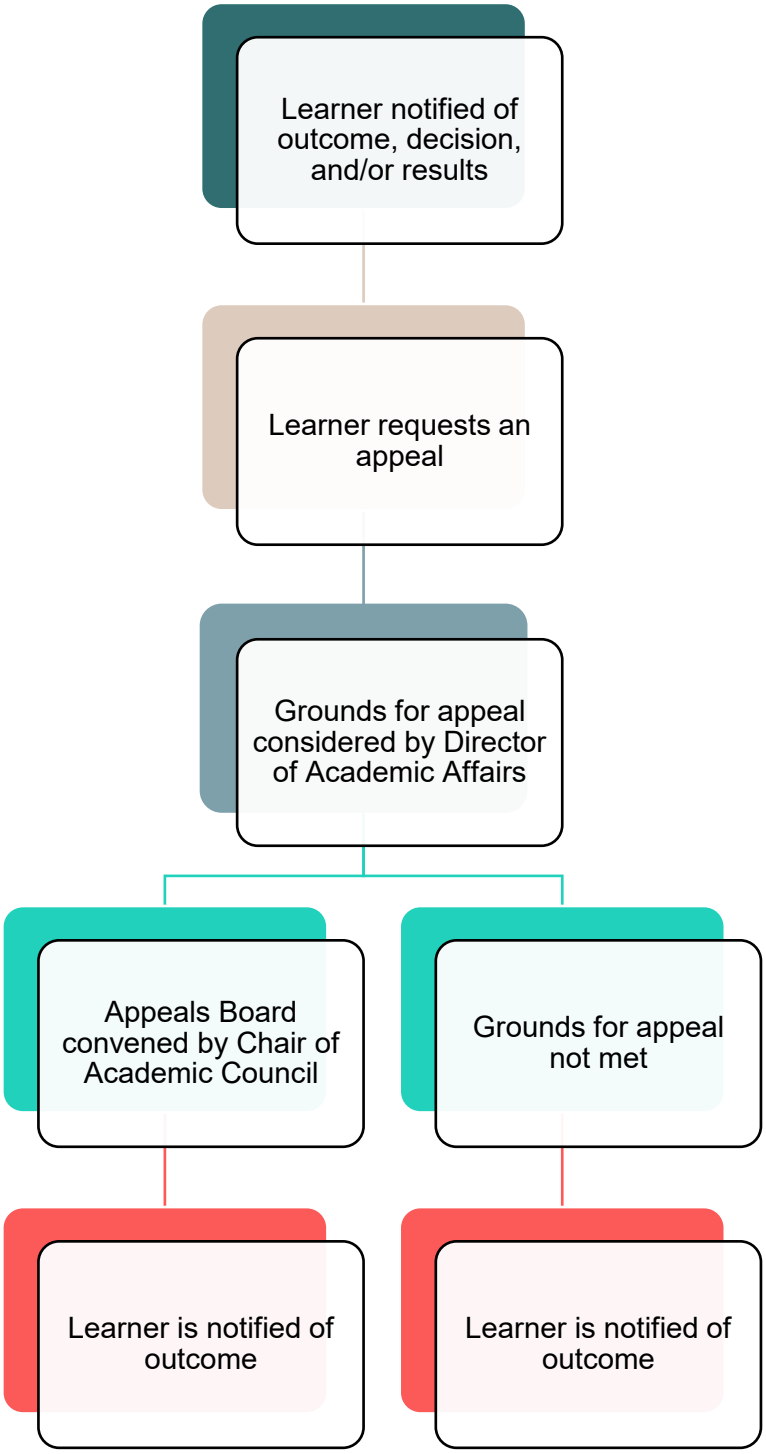

Figure 31: Appeals Process

6.30 Recognition of Prior Learning (RPL) and Assessment

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

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

Following a successful extension of scope application, Chevron will amend and expand these procedures in line with the protocols outlined in Section 4.4 of QQI *Assessment and Standards (Revised 2022).* Where it is considered appropriate, RPL may be used to gain:

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

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

- **Certified learning:** learning that has taken place in a formal learning environment which has resulted in a qualification or certification. It might include a course or part of a course which the learner has completed, linked to the National Framework of Qualifications (NFQ).
- **Experiential learning:** learning that was intentional but has not resulted in formal certification such as work-based training courses or other informal relevant learning in the workplace or through voluntary work. It may be sufficient for the learner to provide copies of appropriate certificates, or there may be a self-assessment exercise where the learner may be required to prepare a portfolio of appropriate evidence of learning.

6.30.1 RPL and Assessment

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

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

6.30.2 Uncertified Learning:

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

6.30.3 Certified Learning:

There are two scenarios of prior certified learning:

Scenario 1:

The learning is certified by an awarding body in the form of a major award (e.g., a higher certificate or bachelor’s degree) or is included as part of such an award. Subject to Sectoral

Convention 5, an exemption may be granted for a module if the learner demonstrates the minimum intended module learning outcomes.

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

Scenario 2:

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

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

6.30.4 Management and Review of RPL Applications

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

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

7 RESEARCH AND DEVELOPMENT

The National Policy Statement on Ensuring Research Integrity in Ireland acknowledges that research endeavours should be conducted in alignment with ethical principles and supported by robust review procedures to ensure compliance. Chevron College is dedicated to upholding the highest standards of excellence and best practices in research. To achieve this, we have established key principles that underpin our commitment. Our Research Ethics and Development Policy aims to guide researchers across the organisation in seeking, obtaining, and maintaining ethical research. Researchers must use the appropriate processes to ensure quality and best practices.

7.1 Research, Ethics, and Development Policy (POL_07_RED)

7.1.1 POL_07_RED: Policy Table

POLICY DETAILS			
Policy Name:	Research, Ethics, and Development Policy		
Policy No:	POL_07_RED	**Version No:**	V2.1
Prepared by:	Dean of Research and Ethics, Registrar, Dean of Education, Director of Academic Affairs, Research Ethics Committee		
Policy Owners:	Dean of Research and Ethics, Registrar, Dean of Education, Director of Academic Affairs, Research Ethics Committee, Academic Council, Director of Academic Affairs, QA Coordinator, Programme Leader(s)		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V2.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision	Version V.1 uses the updated Policy No. naming convention.		

Description:	Changed from POL_21_RED to POL_07_RED. Version V2.0 includes a formalised policy table that outlines key metadata such as revision history, related documents, and associated policies. The revisions in Version 2.0 of the Research, Ethics, and Development Policy significantly expand and formalise the framework outlined in the earlier Research Ethics Policy. The updated policy broadens its scope to include not only ethical governance but also research development and integrity, applying to both staff and external organisations conducting research involving Chevron College. It introduces explicit core principles such as academic freedom, respect, beneficence, and justice, aligning with international frameworks. Version 2.0 incorporates detailed definitions of research ethics-related terms, clarifies the roles and responsibilities of various committees and stakeholders, and strengthens procedural guidelines for ethical review, particularly for research involving human participants, vulnerable groups, and data privacy. It integrates considerations for open access, data management, and societal responsibility, while retaining the tiered structure of the Research Ethics Committee (REC) and Programme Research Ethics Committees (PREC). These enhancements provide a comprehensive, structured, and internationally aligned approach to research ethics and governance at Chevron.
RELATED ITEMS	
Related Internal Documents and/or External Information (if any):	• Research Proposal Submission Process Flowchart • Article 13. Charter of Fundamental Rights of The European Union • The Belmont Report (1978) • Research Integrity in Ireland, Irish Universities Association • Ethics for researchers: Facilitating Research Excellence in FP7 • Transforming our World: The 2030 agenda for sustainable development. United Nations • Ethical Guidelines for Educational Research, 4th edition,

	BERA • A Social Portrait of Communities in Ireland, Dublin: Office for Social Inclusion • Ethics Guidelines for Internet-mediated Research • The European Code of Conduct for Research Integrity (Revised Edition 2023)
Related Policies (if any):	• Conflict of Interest Policy (POL_07_COI) • Publishing of Research Policy (POL_07_POR) • Research Data Management and Privacy Policy (POL_07_RDMP) • Intellectual Property Policy (POL_07_IP) • Research Supervision Policy (POL_07_RS) • Library Collection Policy (POL_07_LC)

7.1.2 POL_07_RED: Purpose

This policy provides an overview of how human research ethics is governed at the College. It outlines Chevron College's implementation, development, and review of ethical research by staff and learners of the college in addition to where the College's intellectual property, premises, staff, learners, programmes, or other intrinsic data is being used for external research. This policy also outlines the role and function of the Research Ethics Committee (REC) in its role to ensure ethical acceptability and practice of all research proposed or undertaken by staff or learners within or on behalf of Chevron College.

This policy aims to ensure that all research involving human participants and human data will only proceed with the prior knowledge and appropriate consent of the College. Additionally:

- Research conducted by staff or learners of Chevron adheres to current ethical guidelines, research integrity guidelines and relevant legislation.
- The safety, well-being, rights, and dignity of human participants are safeguarded through a process of scientific and ethical review.
- Researchers' safety, well-being, rights and dignity are also protected through a similar review process.
- The College itself is safeguarded through the scientific review process
- Lastly, all research involving human participants respects the diversity of individuals and groups, as outlined in the College's policies on equality.

7.1.3 POL_07_RED: Scope

Chevron College's research ethics policy covers everyone carrying out research within the organisation, whether their place of research is within or outside Chevron College. It also applies to external agencies or organisations wishing to carry out research on Chevron College and/or its staff and/or learners. All researchers undertaking research within Chevron College must comply with this policy whilst conducting research. However, in cases where staff or learners are members of another organisation (e.g., a university, an institute) and consent to engage in an external research project run by one of those organisations, that project will not come under the remit of the Chevron College Research Ethics Committee. The scope of ethical review is always subject to existing legislation and legislation changes over time. In instances where the pertinent legislation changes, the researcher is required to contact the Chair of the Research Ethics Committee for guidance on good practice.

7.1.4 POL_07_RED: Policy Statement

"Good" ethical practice requires that research carried out as part of or in partnership with Chevron College be conducted based on respect for and adherence to regulatory guidelines and internationally accepted ethical norms focusing on the welfare of the study participants. Chevron College is committed to promoting and supporting good ethical practice across all its research activities.

Any proposed research by a staff member involving human participation, human material or personal or sensitive data will require formal approval from a Research Ethics Committee (REC). Any proposed research by a learner involving human participation, human material or personal or sensitive data will require formal approval from the relevant Programme Research Ethics Committee (PREC).

7.1.4.1 Definitions

Below is a list of terms and associated definitions relating to Research Ethics:

- **Research:** Research is a systematic process that uncovers new knowledge. It involves investigating hypotheses, establishing facts, and suggesting fresh interpretations of data or texts. Research aims to gather and analyse information, contributing to the development and revision of knowledge.
- **Peer-review:** Peer review involves review by members of staff with knowledge of the subject area or techniques involved and who are independent of the research team to ensure the epistemic integrity of the research project
- **Minimal Risk:** In research considered to be Minimal Risk the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance

of routine physical and psychological examinations or tests.

- **Research Ethics:** Research Ethics (RE) refer to a personal code of conduct rooted in respect for researchers, participants, colleagues, employers, funders, and society. These ethics are guided by principles that dictate how individuals and organisations should conduct themselves. Research ethics primarily refers to the role obligations of the researcher in relation to the treatment of research participants
- **Research Integrity:** Research Integrity (RI) is an inherent aspect of research excellence throughout the research cycle. It forms the foundation for mutual trust among researchers and confidence in the research record. Additionally, society relies on RI to trust research evidence and expertise. RI encompasses conducting research with utmost professionalism, rigor, and maintaining the accuracy and integrity of research records in publications and other contexts.
- **Epistemic integrity**: Epistemic integrity refers to the role obligations of researchers in relation to their task of producing knowledge, including avoidance of plagiarism, declaration of conflicts of interest and commitment to research rigour. It requires researchers to make sound judgements regarding the best approach (methods, sampling analysis, etc.) for producing knowledge concerning the current state of knowledge in the researcher's field. Epistemic values include truth, justifiability, relevance to human concern, feasibility of research strategies and honesty about the research process.
- **Academic Freedom**: Academic Freedom is the right of researchers, including staff and learners, to pursue knowledge and research freely without undue interference. In ethical research, this freedom allows exploration of diverse topics and questioning of established norms while adhering to ethical standards and regulations. It ensures that researchers respect the rights and well-being of participants, follow legal and institutional guidelines, and maintain research integrity. This balance supports innovation and knowledge advancement while upholding public trust and ethical principles.
- **Humans as Research Participants:** Humans as research participants encompass various study scenarios, including:
    - **Data collection:** This involves using research methods like questionnaires, web surveys, interviews, observations, and focus groups.
    - **Access to anonymized datasets or case files:** Researchers use information related to identifiable individuals while maintaining anonymity.
    - **Conducting Internet-Mediated Research (IMR):** Internet-Mediated Research (IMR) refers to any research that remotely acquires data from or

about human participants using the internet and related technologies.

7.1.4.2 Core Principles:

- **Academic freedom:** Members of the College staff shall have the freedom, within the law, in their research, either in or outside the College, to question and test received wisdom, to put forward new ideas and shall not be disadvantaged or subject to less favourable treatment by the College for the exercise of that freedom, while also being cognisant of the associated responsibilities of such freedom.
- **Respect, Beneficence and Justice:** The Belmont Report (1978) outlined the following principles which underpin all research conducted at the college. These principles are:
    - Respect for Persons (respect for individual autonomy and self-determination)
    - Beneficence (moral obligation to do good, incorporating a moral obligation to do no harm),
    - Justice (fairness in selection and treatment of research participants)
- **Core rights:** In alignment with the foundational ethical principles of Respect, Beneficence, and Justice, the fundamental rights that must be upheld include, but are not limited to:
    - Exercise autonomy via a process of informed consent.
    - Expectation of privacy and the safeguarding of confidentiality.
    - Assurance of protection from harm.
    - Guarantee of equitable treatment.
- **Autonomy and dignity of persons:** Beyond the core rights, the policy upholds the autonomy and respect for individuals, specifically regarding:
    - **Copyright:** Addressing concerns related to intellectual property, data ownership, and the circumstances under which authorisation is required for utilising potential data sources.
    - **Withdrawal:** Establishing protocols that enable participants to exercise their right to withdraw their data.
    - **Debriefing:** Implementing strategies to ensure participants are likely to receive suitable information after their involvement.
- **Sustainable Development Goals (SDGs):** The Sustainable Development Goals, established by the United Nations, provide a universal framework for addressing global challenges such as poverty, inequality, climate change, and access to quality education. Research in higher education institutions plays a pivotal role in advancing the SDGs through innovation, critical analysis, and the generation of new knowledge.
- **Protection:** At Chevron College, we recognise the importance of safeguarding

vulnerable populations. These include children and adults facing limitations due to personal circumstances or social context, hindering their ability to protect themselves from harm or exploitation. Our approach aligns with adults' legal rights to self-determination and assisted decision-making. Prospective participants have the right to person-centred support during the decision-making process.

- **Solidarity:** To uphold research ethics, it is crucial to understand the community at a variety of levels. Researchers should ensure that, where appropriate, their work aligns with genuine community needs and is conducted with sensitivity and respect. There may be occasions where research explores contentious community issues and may not always be aligned with all community needs.
- **Benefit Sharing:** In research involving disadvantaged, minority, or low-income groups/communities, it is crucial to explicitly outline any benefit-sharing measures undertaken by the research where appropriate.
- **Trust:** Chevron College Researchers should follow best practice and seek to:
    - **Build Trust:** Researchers should actively cultivate trustworthy relationships with collaborators and participants.
    - **Minimise Conflict of Commitment/Interest:** Researchers must transparently declare and minimise any conflicts of commitment or interest, whether real or perceived.
    - **Maintain Data Integrity:** Researchers are obligated to maintain data integrity during the collection and dissemination of research findings, regardless of external influences.
    - **Conduct Rigorous Research:** Rigorous research design and thorough and systematic analysis are essential to uphold trust in the research record. Fabrication and falsification of data violate research integrity.
- **Scientific Value and Social Responsibility:** Researchers are expected to be mindful of two important ideas: Scientific Value and Control and Social Structure Disruption. These concepts are discussed in the report "A Social Portrait of Communities in Ireland" and highlight the following:
    - **Scientific Value and Control:** Researchers should understand how the lack of control in a study (e.g., uncontrolled variables or unclear methods) can reduce the reliability and usefulness of the results. Whenever possible, researchers should aim to improve control in their studies to ensure the research maintains its value and credibility.
    - **Social Structure Disruption:** Researchers need to think about how their work might unintentionally harm communities or disrupt social systems. For

example, how the research is conducted or shared could create division or other negative effects. It's essential to strike a balance between achieving research goals and ensuring the work benefits society without causing harm.

- **Open Access:** Researchers have the autonomy to publish their work where they deem most suitable, irrespective of the publisher's Open Access policy.
- **Data Management and Privacy:** Proper management of personal data is integral to research ethics, respecting individuals' right to privacy. Researchers will ensure data access aligns with the European Commission's principle: data should be 'as open as possible, as closed as necessary.' Additionally, adherence to the FAIR Principles (Findable, Accessible, Interoperable, and Re-usable) for data management is essential. All data records, whether in paper or electronic form must be securely stored from the outset to ensure reproducibility. Retention should follow Chevron College's Research Data Management Policy
- **Data Collection Focus:** Researchers should limit data collection to what is directly relevant (data minimisation) and necessary to achieve specific research purposes.

7.1.5 POL_07_RED: Roles and Responsibilities

Chevron College’s Research Ethics Committee (REC) and the Dean of Research and Ethics have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

The Dean of Research and Ethics will have executive responsibility for the academic standards and quality assurance of ethical research at Chevron College reporting to the Academic Council. They act as the Chair for the REC and PREC and will prepare and submit an annual report on research at Chevron College to include recommendations on further development of policies and procedures to the Academic Council.

Each Programme Leader will be responsible for the management of their programme in line with validation requirements and monitoring the quality of ethical research. It is the responsibility of each Programme Leader to ensure that all learners are aware that any research involving human participation, human material or personal or sensitive data, will require formal approval from the assigned Research Ethics Committee (REC). Any research involving direct contact with children or vulnerable adults by learners should be avoided where possible. Research may not begin until receipt of formal approval by email from the Programme Leader.

Module tutors in conjunction with the PREC will be responsible for reviewing and supporting the development of research proposals which are valid, relevant, and ethical. Any breach of

ethics, including falsification/fabrication of data will be dealt with under the procedures outlined in Chevron's Academic Integrity Policy.

7.1.6 Research Ethics Committee

The Research Ethics Committee (REC) is a sub-committee of Chevron's Academic Council and will be convened to ensure ethical acceptability and practice of all research proposed or undertaken by staff or learners within or on behalf of Chevron College. It is also responsible for the management of each Programme Research Ethics Committee (PREC).

See section 2.2.8 Research Ethics Committee for additional information.

Chevron College is committed to ensuring that all research conducted by learners as part of its programmes is conducted with integrity and good research practices are upheld. It is the responsibility of each Programme Leader to ensure that assignment briefs which will involve learner research are reviewed and approved by the PREC before the beginning of the academic year.

Research conducted by a learner without formal ethics approval by the relevant REC will be considered serious academic misconduct and dealt with under the procedures outlined in Chevron's Academic Integrity Policy. Any work submitted will not be corrected and the learner will be required to change topic to ensure that any data collected cannot be used.

7.2 Academic Freedom

Chevron College values the academic freedom of its staff and learners, allowing them to pursue research questions and methodologies that advance knowledge and contribute to societal progress. This principle is rooted in the European Charter for Researchers which states that researchers should enjoy freedom of thought and expression, and the right to question established orthodoxies in their respective fields. Researchers at Chevron College are encouraged to explore a wide range of topics and innovative approaches while maintaining ethical standards.

7.3 Conducting Ethical Research for Learners

At Chevron College, we are dedicated to fostering a supportive environment for learners in their pursuit of research. We provide comprehensive resources, including access to experienced mentors, digital technologies (e.g., Learning Management Systems), and scheduled and ad-hoc training sessions on research methodologies and ethics. Our robust support system ensures that learners can explore diverse research topics with confidence, knowing they have the guidance and tools necessary to conduct rigorous and ethical research. By promoting academic freedom and adhering to high ethical standards, Chevron

College empowers learners to contribute meaningfully to their fields of study and to the broader academic community.

7.4 Conducting Ethical Research for Staff

At Chevron College, staff are actively supported in their pursuit of research through comprehensive resources and initiatives tailored to their advanced academic needs. This includes access to dedicated research funding, opportunities for professional development, and a streamlined ethics approval process that respects their expertise and promotes rigorous scientific inquiry. Staff are also encouraged to engage in peer-reviewed publications and present at international conferences, fostering a culture of academic excellence and innovation. This level of support is distinct from that provided to learners who receive guidance more focused on foundational to intermediate research skills (depending on the level of their programme), ethics training, and project-based learning to help them develop their research capabilities within a structured academic framework.

7.5 Proposal Submission Process

7.5.1 Initial Assessment of Proposal

Research undertaken by staff and/or on behalf of the college is reviewed by the Research Ethics Committee (REC) and research undertaken by learners is reviewed by the Programme Research Ethics Committee (PREC).

- A Research Ethics Application (REA) must be completed on the LMS for initial approval before undertaking any research project. This involves the applicant completing the Ethical Clearance Checklist.
- Applicants will automatically be allocated a research category based on the information in their completed REA. Links to further reading and information will be provided that align with their research category result.
- Research Categories are as follows:
    - **Research Category OO:** Research not involving human or animal participants or the collection of data relating to humans or animals.
    - **Research Category OX:** Research not involving human or animal participants but may include the collection of secondary data related to humans or animals.
    - **Research Category A:** Research involving human volunteers but not involving clinical trials, new methodologies, vulnerable populations, or any significant risk to participants.
    - **Research Category B:** Research involving human volunteers, including

studies with therapeutic interventions (but not clinical trials), new methodologies, vulnerable populations, or involving deception or significant risk.

- **Research Category C:** Research involving human volunteers within healthcare settings, such as HSE service users or staff (excluding clinical trials).
- **Research Category D:** Clinical trials involving investigative medicinal products with patients or healthy volunteers.

- During the initial review, a filtering process of the research proposal is conducted by the Chair of the REC based on the categories listed in the report from the LMS.
  - **Exemptions:** The Chair of the REC will pick a blind sample of applications from these categories.
    - Proposals that fall under Research **Category OO** or **OX** are deemed “low risk” and can be fast-tracked without the need for PREC review. This approach aligns with the Horizon 2020 ethics appraisal procedure which allows differentiated review processes based on risk level.
    - Proposals classified under **Research Category A** that receive a favourable opinion from the PREC filter process can proceed without further review.
    - ***Note:*** *Vulnerable populations, including children, the elderly, individuals with intellectual disabilities, and those in subordinate positions (e.g., employees or learners), require special ethical consideration. Supervisors are responsible for ensuring that no research participant comes from a vulnerable group known to the researcher (e.g., their employees) in Research Category A projects.*
  - **Proceed to REC/PREC:** If there are proposals that merit the formation of the REC/PREC, the Chair will contact the relevant members to review the proposals.
    - Proposals in **Research Categories B**, **C**, or **D** are considered "high risk" and must undergo a full review by the REC/PREC.
- The REC/PREC evaluates research proposals to ensure they meet ethical standards, and their decision on whether an applicant can proceed with their research usually falls into one of the following outcomes:
  - **Full Approval:** The research proposal meets all ethical standards, and there are no significant concerns or risks. The learner receives formal approval to proceed with their research without any required changes. An approval email or letter is issued by the PREC or the Programme Leader. This is the default

outcome for category OO, OX, and A proposals even though they do not proceed to the REC/PREC.

- **Conditional Approval:** The proposal is generally acceptable, but some minor adjustments are required. These might include clarifying informed consent procedures, adjusting data management plans, or addressing minor ethical concerns. The learner can proceed once the conditions are met and resubmitted for verification. Conditional approval is given with clear instructions on what needs to be addressed.
- **Request for Modifications/Resubmission:** The REC/PREC identifies significant issues in the research proposal that need to be revised. These could involve concerns about participant safety, potential harm, vulnerable groups, or ethical risks that require substantial changes. The learner must modify the proposal and resubmit it for a new review before they can proceed with the research.
- **Rejection:** The proposal is deemed ethically inappropriate or too risky, and the research cannot proceed in its current form. This outcome may occur if the research involves significant risks to participants, does not sufficiently protect vulnerable groups, or fails to meet ethical standards for consent or data protection. In this case, the learner will need to design a new research project or substantially change their approach.
- **Referral to Higher Authority:** In rare cases where the ethical concerns are complex or involve higher levels of risk (e.g., working with vulnerable populations or sensitive medical research), the REC/PREC may refer the proposal to a higher ethical structure (internally or externally) for further review before a final decision can be made.

- An email confirming the status of their research proposal will be sent to the learner by the Programme Leader or a nominated member of staff. Research cannot begin until formal approval has been received.
- Conducting research without formal ethics approval will be treated as serious academic misconduct, as outlined in Chevron's Academic Integrity Policy. Any unauthorised work will not be assessed, and the learner may be required to change topics to ensure collected data cannot be used.

7.5.2 Peer Review

At Chevron College, peer review and scientific review are integral components of the research process undertaken by its staff, ensuring that all research outputs maintain high standards of quality, epistemic integrity, and relevance. Peer review involves the critical

evaluation of research proposals, methodologies, and findings by fellow experts in the field. This collaborative scrutiny ensures that the research is original, robust, and contributes valuable insights to the academic community. Concurrently, scientific review encompasses a systematic assessment by a panel of experts who evaluate the scientific merit, feasibility, and ethical considerations of the research. This dual approach guarantees that research conducted at Chevron College is not only methodologically sound but also ethically responsible and impactful.

During the peer review process, research proposals are first submitted to a panel of peers who possess expertise in the relevant field. These peers provide detailed feedback on various aspects such as research design, methodology, and potential biases. This feedback is then used to refine and improve the research proposal before it progresses further. Simultaneously, the scientific review process involves a thorough evaluation by an expert panel who assess the proposal's scientific rigor, feasibility, and ethical implications. This panel ensures that the research adheres to established scientific standards and ethical guidelines, offering suggestions for improvements, and ensuring all ethical considerations are addressed.

7.5.3 Ethical Clearance List

Research projects, which involve, directly and/or tangentially, one or more of the following, will need to obtain ethical clearance:

- Studies, including surveys, that involve behavioural observations and participation.
- Where a conflict of interest may arise because of financial incentives/benefits from a sponsor.
- When dealing with the collection, storage, and use of data of a sensitive or confidential nature.
- When dealing with, or representing, vulnerable populations which may include but not be limited to:
    - Children (under the age of 18).
    - People with learning difficulties, psychological disorders, or communication difficulties.
    - People in custody.
    - Patients.
    - People in unequal relationships with the researcher (such as learners).
- When dealing with sensitive topics such as religion, sexual orientation, abuse, social stigmatisation, psychological disorders (including screening for such

disorders), illegal activities, etc.

- When dealing with the creation, collection, storage and use of pictures, images, and artefacts.
- If agency funding research (e.g., a government agency, the EU, etc.) requires that the researcher obtain ethical clearance for the project.
- Projects involving animal experimentation. genetic manipulation, and/or GMOs. (These projects would not be approved to be conducted by researchers of Chevron College.)
- Projects involving the use of harmful substances in human or animal participants.
- Projects in emerging areas of research not yet listed, or any research where the researcher is uncertain of the ethical implications.
- Where a Chevron College staff member is engaged with a project involving people with a direct relationship to the researcher especially where there is a power dynamic in their relationship(s) such as their own learners, peers, employees, etc.
- Where the research has the potential to cause reputational, financial, academic, or legal damage(s) to the college and/or its stakeholders.

It is the researcher's responsibility to be aware of this policy and to comply with the Chevron College's requirements. Failure to comply may be regarded as academic misconduct.

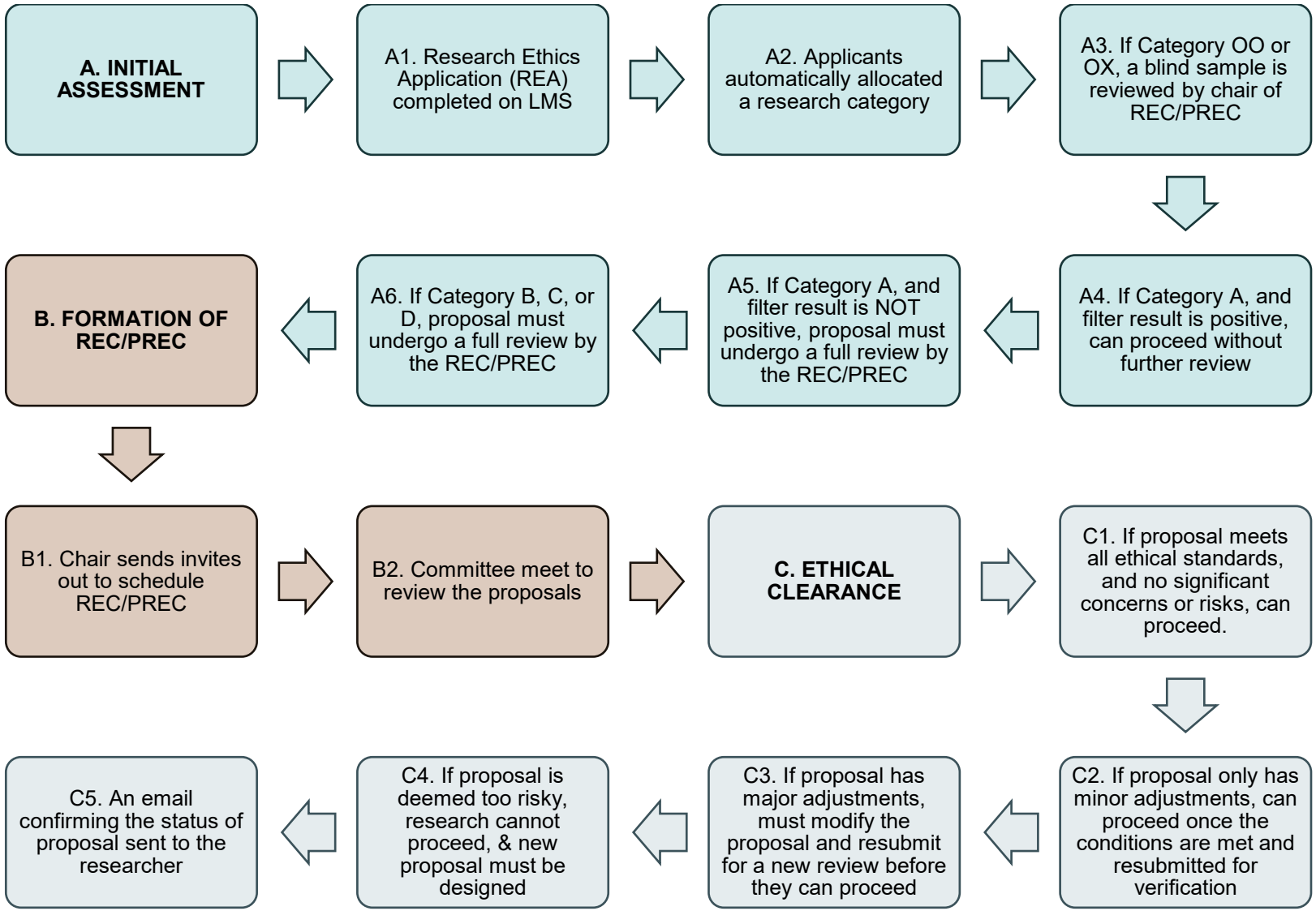

Figure 32: Initial Assessment of Proposal Process

7.6 Conflict of Interest in Research

Conflicts of interest in research and publication occur when personal, financial, or professional relationships have the potential to influence the integrity or objectivity of academic work. Such conflicts can lead to biased decision-making, undermine the trustworthiness of research, and impact the credibility of those involved. It is crucial to identify and manage conflicts of interest to maintain transparency, fairness, and integrity in the research process. Addressing conflicts proactively helps to protect the quality of academic contributions and preserve the trust of the wider community in scholarly work.

7.7 Conflict of Interest Policy (POL_07_COI)

7.7.1 POL_07_COI: Policy Table

POLICY DETAILS			
Policy Name:	Conflict of Interest Policy		
Policy No:	POL_07_COI	**Version No:**	V1.1
Prepared by:	Dean of Research and Ethics, Registrar, Dean of Education, Director of Academic Affairs, Research Ethics Committee		
Policy Owners:	Dean of Research and Ethics, Registrar, Dean of Education, Director of Academic Affairs, Research Ethics Committee, Academic Council, QA Coordinator, Programme Leader(s)		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V1.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 1.1 uses the updated Policy No. naming convention. Changed from POL_22_COI to POL_07_COI.		
RELATED ITEMS			
Related Internal	• Article 13. Charter of Fundamental Rights of The European		

Documents and/or External Information (if any):	Union • The Belmont Report (1978) • Research Integrity in Ireland, Irish Universities Association • Ethics for researchers: Facilitating Research Excellence in FP7 • Transforming our World: The 2030 agenda for sustainable development. United Nations • Ethical Guidelines for Educational Research, 4th edition, BERA • A Social Portrait of Communities in Ireland, Dublin: Office for Social Inclusion • Ethics Guidelines for Internet-mediated Research • The European Code of Conduct for Research Integrity (Revised Edition 2023)
Related Policies (if any):	• Research, Ethics, and Development Policy (POL_07_RED) • Publishing of Research Policy (POL_07_POR) • Research Data Management and Privacy Policy (POL_07_RDMP) • Intellectual Property Policy (POL_07_IP) • Research Supervision Policy (POL_07_RS) • Library Collection Policy (POL_07_LC)

7.7.2 POL_07_COI: Purpose

The purpose of this policy is to outline the procedures for identifying, disclosing, and managing conflicts of interest (COI) related to research and publication at Chevron College. This policy ensures the integrity, objectivity, and transparency of research activities and publications and safeguards the College's reputation.

7.7.3 POL_07_COI: Scope

This policy applies to all Chevron College staff, researchers, and external collaborators involved in research, scholarly activity, or publication. It includes conflicts related to financial interests, academic relationships, intellectual property, and any personal or professional factors that may compromise the integrity of research and publication.

7.7.4 POL_07_COI: Policy Statement

Chevron College is committed to promoting research and publication that upholds the highest ethical standards. All researchers and staff must disclose any actual or perceived

conflicts of interest that could influence their research or publications. Failure to disclose a conflict of interest could result in disciplinary action and reputational harm to the individual and the College.

The College is responsible for providing a mechanism for managing conflicts of interest to ensure that all research and publication activities are carried out with integrity, independence, and transparency.

7.7.4.1 Definition of Conflict of Interest in Research and Publication

A conflict of interest arises when personal, financial, or professional considerations have the potential to compromise or influence the objectivity or integrity of an individual's research, data analysis, or scholarly publications. Examples of conflict of interest include:

- **Financial Conflicts**: Ownership in companies that may be affected by research outcomes.
- **Personal Relationships**: Collaborations with family members or close associates where bias could arise.
- **Academic Conflicts**: Serving on editorial boards or peer review panels where there may be conflicts with personal research.
- **Intellectual Property**: Situations where individuals stand to benefit from the commercialisation of research outcomes.

7.7.4.2 Identifying Conflicts of Interest

All staff and researchers must be proactive in identifying potential conflicts of interest related to their research or publication activities. Conflict situations include:

- **Ownership or financial interest** in companies funding the research.
- **Receiving significant personal financial compensation** from companies or organisations that have an interest in the research outcomes.
- **Collaborations with personal connections** (e.g., relatives, friends, partners) in a research or publication context.
- **Dual roles** where an individual is involved in both conducting and evaluating research (e.g., as a peer reviewer, tutor, manager, colleague, peer, etc.).
- **Power Dynamics:** Situations where participants may feel coerced due to the researcher’s authority or relationship with them.

7.7.4.3 Disclosure Process

Researchers must disclose conflicts of interest in a timely manner. Disclosure should occur:

- **At the outset of a research project**: During the planning phase, all conflicts must be disclosed to the Research Committee.
- **Prior to publication**: Researchers must disclose conflicts of interest to editors, reviewers, and collaborating researchers.
- **During funding applications**: Conflicts must be disclosed when applying for research funding, especially if external parties are involved.
- **On an ongoing basis**: If a conflict arises after the initiation of a research project, it must be disclosed immediately.

The Research Ethics Committee will review all disclosures and determine if the conflict can be managed or if steps need to be taken to mitigate the impact of the conflict on the research or publication.

7.7.4.4 Managing Conflicts of Interest

Once a conflict of interest is disclosed, Chevron College will take steps to manage and mitigate any potential impact on research or publication. Possible actions include:

- **Recusal**: The individual with the conflict may be required to recuse themselves from decisions related to the research or publication (e.g., peer reviewing their own or colleagues' work).
- **Transparency in Publication**: Clear statements of conflict of interest must be included in any published work.
- **Third-Party Oversight**: Independent reviewers or committee members may be assigned to oversee aspects of the research or publication to ensure objectivity.
- **Limitations on Participation**: Restrictions may be imposed on individuals' roles in a project where the conflict may significantly impact the outcome.
- **Divestment**: In extreme cases, individuals may be asked to divest financial interests that are in direct conflict with the research.

7.7.4.5 Research Involving Staff or Learners as Participants

Chevron College recognises the potential for conflicts of interest when researchers (staff or learners) involve Chevron's learners and/or staff as research participants. To ensure the integrity of the research process and the safeguarding of learners, the following guidelines apply:

- **Minimising Power Imbalances:** Researchers must avoid situations where their dual roles (e.g., as a tutor, mentor, or peer and as a researcher) could influence a participant's decision to participate in the research. Participation must be entirely voluntary, with staff and learners fully informed of their rights, including the right to decline or withdraw without any negative consequences to their academic or professional standing.
- **Ethical Approval:** All research involving staff or learners as participants must be submitted for ethical approval to the Research Ethics Committee (REC) before recruitment or data collection begins. This ensures that any potential conflicts of interest are identified and addressed appropriately.
- **Safeguarding and Vulnerable Groups:** Special consideration must be given when research involves vulnerable individuals, such as minors, staff in subordinate roles, or learners requiring additional support. Researchers must follow Chevron College's safeguarding policies and obtain informed consent from guardians where necessary for minors.
- **Confidentiality and Anonymity:** Researchers must maintain the confidentiality and anonymity of all participants unless explicit consent is obtained to share identifiable information. Data collection, storage, and sharing must comply with the Data Protection Acts and GDPR requirements, ensuring the privacy and security of participant data.
- **Balancing Research and Academic Roles:** Researchers who hold dual roles (e.g., as a tutor, manager, or supervisor) must avoid recruiting participants over whom they have direct academic or professional authority. If unavoidable, independent oversight must be implemented to manage potential power dynamics and ensure impartiality.
- **Avoiding Coercion:** Efforts must be made to prevent participants from feeling pressured to join a study due to their relationship with the researcher. For example, clear communication should be provided to emphasise voluntary participation and the absence of consequences for non-participation.

7.7.5 POL_07_COI: Roles and Responsibilities

The Registrar and Dean of Research and Ethics have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

The Research Ethics Committee is responsible for reviewing disclosures of conflict of interest, assessing their significance, and implementing management strategies.

The Dean of Research and Ethics, as chair of the REC, reviews and approves all research proposals involving Chevron's staff or learners with other committee members.

Programme Leaders are responsible for ensuring that all researchers in their programme are aware of and comply with this policy. Programme Leaders should also report any suspected conflicts to the Research Committee.

Researchers are responsible for identifying, disclosing, and managing their conflicts of interest. They are also required to adhere to the resolutions or management plans set by the Research Committee.

Supervisors provide guidance on ethical considerations and compliance with this policy, and they must ensure their supervisees follow the REC/PREC's recommendations.

External Collaborators must disclose any conflicts of interest before entering into a research partnership and/or co-publication with Chevron College.

7.8 Addressing Non-Compliance with Conflict of Interest

Failure to disclose a conflict of interest, or deliberately concealing a conflict, may result in disciplinary action. Non-compliance may also lead to:

- **Retraction of publications**: If it is found that a conflict of interest influenced research outcomes, published works may be retracted.
- **Suspension from research projects**: Researchers may be suspended from participating in college-funded research activities.
- **Termination of funding**: Research grants and funding may be withdrawn if conflicts are not disclosed properly.

7.9 Publishing Research with/on behalf of Chevron

Publishing research is a vital part of Chevron College's commitment to contributing to the global knowledge base across various academic disciplines. It involves the dissemination of research findings through multiple channels, including journal articles, conference proceedings, books, digital media, and technical reports. Ensuring that all research outputs meet the highest standards of quality, ethical integrity, and legal compliance is essential for maintaining academic integrity. Chevron College supports staff and learners in maximising the impact of their research by providing guidance on selecting appropriate publication formats, ensuring ethical compliance, and promoting open access where possible. By adhering to these principles, research from Chevron College remains credible, accessible, and impactful.

7.10 Publishing of Research Policy (POL_07_POR)

7.10.1 POL_07_POR: Policy Table

POLICY DETAILS			
Policy Name:	Publishing of Research Policy		
Policy No:	POL_07_POR	**Version No:**	V1.1
Prepared by:	Dean of Research and Ethics, Registrar, Dean of Education, Director of Academic Affairs, Research Ethics Committee		
Policy Owners:	Dean of Research and Ethics, Registrar, Dean of Education, Director of Academic Affairs, Research Ethics Committee, Academic Council, Director of Academic Affairs, QA Coordinator, Programme Leader(s)		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V1.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 1.1 uses the updated Policy No. naming convention. Changed from POL_23_POR to POL_07_POR.		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• Research Proposal Submission Process Flowchart • Article 13. Charter of Fundamental Rights of The European Union • The Belmont Report (1978) • Research Integrity in Ireland, Irish Universities Association • Ethics for researchers: Facilitating Research Excellence in FP7 • Transforming our World: The 2030 agenda for sustainable		

	development. United Nations • Ethical Guidelines for Educational Research, 4th edition, BERA • A Social Portrait of Communities in Ireland, Dublin: Office for Social Inclusion • Ethics Guidelines for Internet-mediated Research • The European Code of Conduct for Research Integrity (Revised Edition 2023) • National Action Plan for Open Research
Related Policies (if any):	• Research, Ethics, and Development Policy (POL_07_RED) • Conflict of Interest Policy (POL_07_COI) • Research Data Management and Privacy Policy (POL_07_RDMP) • Intellectual Property Policy (POL_07_IP) • Research Supervision Policy (POL_07_RS) • Library Collection Policy (POL_07_LC)

7.10.2 POL_07_POR: Purpose

The purpose of this policy is to establish clear guidelines and procedures for the publication of research conducted by Chevron College staff and learners across various forms of publication, including but not limited to open-source journals, conference proceedings, monographs, book chapters, and digital media. This policy aims to ensure that all research outputs are disseminated in a manner that maximises their impact, maintains academic integrity, and complies with relevant legal, ethical, and institutional standards. This supports Chevron College's commitment to contributing to the global knowledge base through diverse publication avenues.

7.10.3 POL_07_POR: Scope

This policy applies to all research outputs generated by staff and learners at Chevron College regardless of the format or platform of publication. This includes, but is not limited to:

- **Journal Articles:** Published in open-source or traditional journals.
- **Conference Proceedings:** Papers and posters presented at academic conferences.
- **Monographs and Books:** Full-length books or comprehensive studies on specific topics.
- **Book Chapters:** Contributions to edited volumes.
- **Digital Media:** Blogs, podcasts, videos, and other forms of digital dissemination.

- **Technical Reports and White Papers:** In-depth reports aimed at a specialised audience.

The policy covers the entire process of preparing, submitting, and publishing research across these formats and ensures compliance with ethical standards, peer review requirements, and appropriate licensing.

7.10.4 POL_07_POR: Policy Statement

Chevron College is committed to supporting the publication of research across diverse forms of publication, recognising the importance of making research findings accessible and impactful through multiple dissemination channels. The following principles inform our approach to the publication of research done by Chevron's stakeholders, on behalf of Chevron, and/or in conjunction with Chevron College.

- **Quality and Integrity:** Research must undergo an appropriate review process such as peer review, editorial review, or expert consultation to ensure the quality and integrity of the work. Staff and learners should select reputable publication platforms that uphold high academic standards.
- **Ethical Compliance:** All research must comply with Chevron College's ethical guidelines, including those related to human participants, data protection, and intellectual property. Publications must also adhere to all relevant national and international legislation.
- **Licensing and Open Access:** Where possible, research outputs should be published under licences that allow for free access and reuse, such as Creative Commons licences. Chevron College encourages the use of open-access platforms but recognises that some forms of publication may involve different licensing agreements.
- **Attribution and Acknowledgment:** All contributors to the research must be appropriately credited, and any funding sources must be acknowledged in the publication. Proper citation practices must be followed across all formats to ensure intellectual honesty.
- **Institutional Support:** Chevron College will provide support, including guidance and resources, to staff and learners publishing their research in various forms. This includes assistance with the selection of publication formats, compliance with ethical standards, and navigating intellectual property issues.

7.10.5 POL_07_POR: Roles and Responsibilities

Chevron College's Research Ethics Committee (REC) and the Dean of Research and Ethics have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy will have oversight of the research ethics policy.

It is the responsibility of all staff and learners to ensure that their research outputs comply with the principles outlined in this policy. They must seek approval from their respective departments or research supervisors before submitting work for publication in any format. They are also responsible for ensuring that their research meets the required ethical and legal standards.

Supervisors and advisors play a crucial role in guiding learners through the research and publication process, including the selection of appropriate publication formats and platforms. They must ensure that the research is of high quality and adheres to Chevron College's ethical and academic standards before approving it for publication.

The Research Office at Chevron College is responsible for overseeing the implementation of this policy. This includes providing training, resources, and support to staff and learners, maintaining records of published research across different formats, and ensuring compliance with institutional, legal, and ethical requirements. The Research Office will also monitor developments in various publication formats to update and refine the policy as needed.

The Academic Council is responsible for approving this policy and any subsequent revisions. They will also provide strategic oversight to ensure that Chevron College's approach to publishing across different forms aligns with broader institutional goals and best practices in higher education.

7.11 Managing Data and Privacy in Research

Managing research data is critical to maintaining the integrity, security, and privacy of the information gathered during research activities. Proper data management ensures that data is collected, stored, processed, and shared responsibly, in compliance with legal requirements and ethical standards. By protecting the confidentiality of participants and adhering to data protection regulations, researchers can safeguard the quality and credibility of their work. Effective data management also promotes transparency and supports future research by encouraging appropriate data sharing.

7.12 Research Data Management and Privacy Policy (POL_07_RDMP)

7.12.1 POL_07_RDMP: Policy Table

POLICY DETAILS			
Policy Name:	Research Data Management and Privacy Policy		
Policy No:	POL_07_RDMP	**Version No:**	V1.1
Prepared by:	Dean of Research, Registrar, Dean of Education, Director of Academic Affairs, Research Ethics Committee		
Policy Owners:	Dean of Research, Registrar, Dean of Education, Director of Academic Affairs, Research Ethics Committee, Academic Council, Director of Academic Affairs, QA Coordinator, Programme Leader(s)		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V1.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 1.1 uses the updated Policy No. naming convention. Changed from POL_24_RDMP to POL_07_RDMP.		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• Research Proposal Submission Process Flowchart • Data Protection Act 2018 • Article 13. Charter of Fundamental Rights of The European Union • The Belmont Report (1978) • Research Integrity in Ireland, Irish Universities Association • Ethics for researchers: Facilitating Research Excellence in		

	FP7 • Transforming our World: The 2030 agenda for sustainable development. United Nations • Ethical Guidelines for Educational Research, 4th edition, BERA • A Social Portrait of Communities in Ireland, Dublin: Office for Social Inclusion • Ethics Guidelines for Internet-mediated Research • The European Code of Conduct for Research Integrity (Revised Edition 2023) • National Action Plan for Open Research
Related Policies (if any):	• Research, Ethics, and Development Policy (POL_07_RED) • Conflict of Interest Policy (POL_07_COI) • Publishing of Research Policy (POL_07_POR) • Intellectual Property Policy (POL_07_IP) • Research Supervision Policy (POL_07_RS) • Library Collection Policy (POL_07_LC)

7.12.2 POL_07_RDMP: Purpose

This policy provides comprehensive guidelines for the management, protection, and sharing of research data at Chevron College. It aims to ensure that data is handled responsibly, securely, and in compliance with legal requirements and best practices.

7.12.3 POL_07_RDMP: Scope

This policy covers all aspects of data management related to research, including data collection, storage, processing, analysis, sharing, and disposal. It applies to all types of data, including personal, anonymised, qualitative, quantitative, and secondary data.

7.12.4 POL_07_RDMP: Policy Statement

Chevron College is committed to ensuring the security, integrity, and confidentiality of research data. All research data must be managed in accordance with best practices, including secure storage, proper anonymisation, and compliance with data protection laws such as GDPR. Data sharing is encouraged where appropriate but must always protect participant confidentiality and comply with ethical guidelines.

Chevron's key principles in relation to data management and privacy in research are:

- **Data Security:** Researchers must implement strong security measures to protect

research data from unauthorised access, loss, or theft. This includes using encrypted storage solutions, secure passwords, and access controls. Physical data (e.g., paper records) should be stored in locked cabinets, while digital data should be stored on secure servers with regular backups. Data stored on portable devices (e.g., USB drives, laptops) must be encrypted.

- **Data Retention:** Research data must be retained for a specified period, typically five years, following the completion of the research. This retention period allows for the verification of research findings and compliance with legal requirements. After the retention period, data should be securely disposed of, either by deletion (for digital data) or shredding (for physical data), unless it is required for ongoing research or legal reasons.
- **Anonymisation:** Where possible, personal data should be anonymised to protect participant privacy. This involves removing or coding any identifiers that could link the data to specific individuals. If anonymisation is not feasible, researchers must take additional precautions to safeguard the data, including securing explicit consent from participants for the retention and use of identifiable data.
- **Data Sharing:** Researchers are encouraged to share their data with the wider academic community to promote transparency and further research. However, data sharing must be done in a manner that protects participant confidentiality and complies with ethical standards. Any data sharing agreements must be reviewed and approved by the REC, and participants must be informed if their data will be shared, even in anonymised form.
- **Compliance with GDPR:** Researchers must ensure that all data management practices comply with the General Data Protection Regulation (GDPR) and any other relevant data protection laws. This includes obtaining consent for data processing, ensuring the rights of participants to access or delete their data, and reporting any data breaches to the appropriate authorities within the required timeframe.

7.12.5 POL_07_RDMP: Roles and Responsibilities

Chevron College's Research Ethics Committee (REC) and the Dean of Research and Ethics have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy will have oversight of the research ethics policy.

Chevron College will provide guidance and tools for secure data management and will conduct regular training sessions on GDPR compliance and data protection best practices.

7.13 Intellectual Property

Intellectual property (IP) is a key outcome of research and creative work, representing the innovations and ideas generated by researchers. Protecting IP ensures that creators retain ownership of their work, while also enabling institutions to support the commercialisation and dissemination of research outputs. Proper management of intellectual property rights is essential to fostering innovation, collaboration, and knowledge sharing, while also safeguarding the interests of both researchers and institutions.

7.14 Intellectual Property Policy (POL_07_IP)

7.14.1 POL_07_IP: Policy Table

POLICY DETAILS			
Policy Name:	Intellectual Property Policy		
Policy No:	POL_07_IP	**Version No:**	V1.1
Prepared by:	Dean of Research and Ethics, Registrar, Dean of Education, Director of Academic Affairs, Research Ethics Committee		
Policy Owners:	Dean of Research and Ethics, Registrar, Dean of Education, Director of Academic Affairs, Research Ethics Committee, Academic Council, Director of Academic Affairs, QA Coordinator, Programme Leader(s)		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V1.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 1.1 uses the updated Policy No. naming convention. Changed from POL_25_IP to POL_07_IP.		
RELATED ITEMS			
Related Internal	• Irish Copyright and Related Rights Act 2000		

Documents and/or External Information (if any):	• EU Copyright Directive (Directive 2019/790) • Berne Convention for the Protection of Literary and Artistic Works • European Patent Convention (EPC) • World Intellectual Property Organization (WIPO) guidelines
Related Policies (if any):	• Research, Ethics, and Development Policy (POL_07_RED) • Conflict of Interest Policy (POL_07_COI) • Publishing of Research Policy (POL_07_POR) • Research Data Management and Privacy Policy (POL_07_RDMP) • Research Supervision Policy (POL_07_RS) • Library Collection Policy (POL_07_LC)

7.14.2 POL_07_IP: Purpose

The purpose of this policy is to clarify the ownership and management of intellectual property (IP) generated from research conducted by learners and staff at Chevron College. This policy aims to protect the rights of researchers while ensuring that the College can support the commercialisation and dissemination of research outputs.

7.14.3 POL_07_IP: Scope

This policy applies to all intellectual property generated by learners and staff as a result of research activities, including but not limited to theses, dissertations, publications, inventions, and creative works.

7.14.4 POL_07_IP: Policy Statement

Chevron College recognises the importance of intellectual property and aims to protect the rights of its researchers. Generally, the creator of the IP will retain ownership, unless otherwise agreed upon in writing. The College may claim ownership if the research was conducted as part of a funded project or with significant use of institutional resources. Researchers are encouraged to explore the commercialisation of their IP with the support of the College.

Key definitions in this context include:

- **Intellectual Property (IP):** Creations of the mind, such as inventions, literary and artistic works, designs, symbols, names, and images used in commerce, that arise from research or creative activity.

- **IP Ownership:** The legal rights associated with IP, typically belonging to the creator (researcher) unless otherwise agreed upon. In some cases, Chevron College may claim ownership if the research was funded or significantly supported by the institution.
- **Commercialisation:** The process of bringing IP to the market, including licensing, selling, or developing it into a commercial product or service.
- **IP Disclosure:** The formal process by which a researcher informs Chevron College of any IP generated during their research, allowing the College to assess its value and potential for commercialisation.

7.14.5 POL_07_IP: Roles and Responsibilities

Chevron College's Research Ethics Committee (REC) and the Dean of Research and Ethics have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy will have oversight of the research ethics policy.

The Dean of Research and Ethics is responsible for providing support and guidance on IP management, including advice on IP protection, commercialisation, and legal issues. They may also assist in negotiating agreements related to IP ownership and revenue sharing.

Researchers are responsible for disclosing any potentially valuable IP to Chevron College and for managing their IP in accordance with this policy. They should seek advice on protecting and commercialising their IP as appropriate.

Supervisors should advise learners on issues related to IP, including ownership, protection, and commercialisation. They should ensure that learners understand their rights and responsibilities concerning IP.

7.15 Supervision of Research at Chevron

Effective research supervision is a cornerstone of academic success, particularly for learners undertaking advanced research. Supervisors play a critical role in mentoring learners through the complexities of the research process, from the initial development of research questions to the final submission of their work. High-quality supervision ensures that learners receive constructive feedback, stay on track with their research goals, and adhere to academic and ethical standards. Supervisors also guide learners in addressing challenges related to research design, data collection, and analysis, while fostering intellectual independence.

Clear communication and regular progress monitoring are essential to a successful supervisory relationship. This allows learners to refine their work as it progresses, enhancing

the quality and rigour of their research. By establishing a structured approach to supervision, institutions ensure consistency and accountability, helping learners stay aligned with their academic objectives. Ultimately, this approach contributes to the successful completion of research projects that meet the standards of academic excellence.

7.16 Research Supervision Policy (POL_07_RS)

7.16.1 POL_07_RS: Policy Table

POLICY DETAILS			
Policy Name:	Research Supervision Policy		
Policy No:	POL_07_RS	**Version No:**	V1.1
Prepared by:	Dean of Research, Registrar, Dean of Education, Director of Academic Affairs, Research Ethics Committee		
Policy Owners:	Dean of Research, Registrar, Dean of Education, Director of Academic Affairs, Research Ethics Committee, Academic Council, Director of Academic Affairs, QA Coordinator, Programme Leader(s)		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V1.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 1.1 uses the updated Policy No. naming convention. Changed from POL_26_RS to POL_07_RS.		
RELATED ITEMS			
Related Internal Documents and/or External Information (if	• Research Proposal Submission Process Flowchart • Supervisor Handbook • Article 13. Charter of Fundamental Rights of The European Union • The Belmont Report (1978)		

any):	• Research Integrity in Ireland, Irish Universities Association • Ethics for researchers: Facilitating Research Excellence in FP7 • Transforming our World: The 2030 agenda for sustainable development. United Nations • Ethical Guidelines for Educational Research, 4th edition, BERA • A Social Portrait of Communities in Ireland, Dublin: Office for Social Inclusion • Ethics Guidelines for Internet-mediated Research • The European Code of Conduct for Research Integrity (Revised Edition 2023)
Related Policies (if any):	• Research, Ethics, and Development Policy (POL_07_RED) • Conflict of Interest Policy (POL_07_COI) • Publishing of Research Policy (POL_07_POR) • Research Data Management and Privacy Policy (POL_07_RDMP) • Intellectual Property Policy (POL_07_IP) • Library Collection Policy (POL_07_LC)

7.16.2 POL_07_RS: Purpose

The purpose of this policy is to provide a clear framework for the supervision of Level 9 research at Chevron College. It ensures that learners receive appropriate guidance and support throughout their research journey, leading to the successful completion of their studies.

7.16.3 POL_07_RS: Scope:

This policy applies to all staff members involved in supervising learners at Chevron College as well as the learners themselves.

7.16.4 POL_07_RS: Policy Statement:

Chevron College is committed to providing high-quality supervision for learners. Important definitions in this context include:

- **Research Supervision:** The process by which a faculty member (supervisor) provides guidance and support to a learner in conducting research, ensuring academic and ethical standards are met.

- **Supervisor Responsibilities:** The duties and obligations of the supervisor in guiding the learner through the research process, including regular meetings, feedback, and ensuring the research adheres to ethical guidelines.
- **Learner Responsibilities:** The duties and obligations of the learner in conducting their research, including maintaining regular communication with their supervisor, adhering to deadlines, and producing original work.
- **Progress Monitoring:** The process of regularly assessing the learner's progress in their research to ensure they are on track to meet their goals and deadlines.

Supervisors are expected to offer regular, constructive feedback, ensure that research is progressing according to plan, and help learners navigate ethical and methodological challenges. Learners are expected to take ownership of their research, maintain regular communication with their supervisors, and adhere to agreed-upon timelines.

7.16.5 POL_07_RS: Roles and Responsibilities:

Chevron College's Research Ethics Committee (REC) and the Dean of Research and Ethics have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy will have oversight of the research ethics policy.

Supervisors are responsible for providing continuous support and guidance to learners throughout the research process. This includes assisting with research design, methodology, and ethical considerations, as well as providing regular feedback and monitoring progress.

Learners are responsible for taking ownership of their research projects, including managing their time effectively, seeking feedback, and adhering to deadlines. They must maintain regular communication with their supervisors and be proactive in addressing challenges.

The Programme Leader is responsible for overseeing the supervision process, ensuring that both learners and supervisors meet their responsibilities. They may intervene if issues arise in the supervisory relationship or if a learner is not making satisfactory progress.

7.17 Curation of Library Collection

A robust and well-maintained library collection is fundamental to supporting academic inquiry, learning, and research. The library serves as a central hub of knowledge, providing access to a wide range of resources, from traditional books and academic journals to digital media, specialised databases, and Open Educational Resources (OER). By continuously updating and reviewing its collection, the library ensures that learners, educators, and researchers have access to current, high-quality materials that align with academic programmes and support the College's pedagogical goals.

In addition to acquiring commercially licensed and subscription-based resources, the College actively identifies and integrates OER into the library collection. These resources, such as open textbooks, multimedia content, learning modules, and academic publications, are freely accessible, legally shared, and often adaptable. The inclusion of OER supports Chevron College's strategic goals of widening participation, enhancing access to learning materials, and fostering a culture of open knowledge and innovation.

Selection and curation of all resources are guided by specific criteria such as relevance, accessibility, quality, licensing, and cost-effectiveness. Particular attention is paid to OER licensing models (e.g. Creative Commons), ensuring they are used and attributed appropriately in accordance with Irish and EU copyright legislation. The library supports educators in locating, evaluating, and incorporating suitable OER into course materials, and provides guidance on reuse, remixing, and adaptation where permissible.

Regular reviews of subscriptions, licensed content, and open access materials are conducted to ensure that all resources remain relevant, accessible, and valuable, particularly in a constantly evolving academic and technological environment. Usage data, feedback from learners and staff, and developments in academic publishing inform these reviews. Where appropriate, OER are used to supplement or replace traditional resources to promote inclusivity and reduce learner costs.

Through thoughtful curation and ongoing management, the library plays a key role in supporting course development, research activities, and the broader academic success of the entire college community.

7.18 Library Collection Policy (POL_07_LC)

7.18.1 POL_07_LC: Policy Table

POLICY DETAILS			
Policy Name:	Library Collection Policy		
Policy No:	POL_07_LC	**Version No:**	V1.1
Prepared by:	Dean of Education, Director of Academic Affairs, Registrar		
Policy Owners:	Dean of Education, Director of Academic Affairs, Programme Leader(s), Registrar		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026

Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V1.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 1.1 uses the updated Policy No. naming convention. Changed from POL_27_LC to POL_07_LC.		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• Library Access information • IFLA (International Federation of Library Associations and Institutions) Guidelines • Irish Copyright and Related Rights Act 2000 • EU Copyright Directive (Directive 2019/790) • National Action Plan for Open Research		
Related Policies (if any):	• Research, Ethics, and Development Policy (POL_07_RED) • Conflict of Interest Policy (POL_07_COI) • Publishing of Research Policy (POL_07_POR) • Research Data Management and Privacy Policy (POL_07_RDMP) • Intellectual Property Policy (POL_07_IP) • Research Supervision Policy (POL_07_RS)		

7.18.2 POL_07_LC: Purpose

The purpose of this policy is to outline the guidelines for selecting, acquiring, and reviewing library resources that support the educational, teaching, and research needs at Chevron College.

7.18.3 POL_07_LC: Scope

This policy applies to all members of the library team and users, including learners, staff, tutors, researchers, and supervisors. It governs the processes involved in acquiring new library materials and reviewing existing resources.

7.18.4 POL_07_LC: Policy Statement

Chevron College is committed to maintaining a dynamic and relevant library collection that meets the diverse needs of its users. This policy provides a structured approach to ensure that resources are selected, acquired, and reviewed in alignment with the college's academic goals and the evolving needs of its community.

- **Acquisition Priorities:**
    - Obtain resources that align with the reading lists for all college programmes.
    - Provide additional course-related materials, such as books and articles.
    - Support the development of educational content by providing resources for authors and learning designers.
- **Selection Criteria:**
    - Relevance to the college's goals and academic programmes.
    - Quality and appropriateness of the resource.
    - Accessibility features and ease of use.
    - Cost-effectiveness in relation to expected usage.
    - Availability of similar resources.
    - Multi-user access options.
    - Licensing models and terms.
    - Integration with existing library systems.
    - Technical support availability.
    - Availability of usage statistics.
- **Review of Subscriptions:** An annual review of all subscribed resources is conducted to ensure they continue to meet the needs of the college. This review considers factors such as cost versus usage, uniqueness of the information provided, and any changes to licensing terms or access conditions.

7.18.5 POL_07_LC: Roles and Responsibilities

The Dean of Research and Ethics, Registrar, Director of Academic Affairs, Dean of Education, and the QPPC have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

Initial non-final revised drafts of this policy are shared between the Registrar, the Director of Academic Affairs, the Dean of Research and Ethics, and the Dean of Education. The final revised draft version of this policy must be presented by the Registrar to the QPPC for approval.

8 SUPPORTS FOR LEARNERS

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

In 2021, Chevron appointed a Head of Learner Support with overarching responsibility for the provision and review of academic and non-academic support services at the college. This role was replaced by the appointment of the Dean of Education in 2023. In collaboration with management and FET and HET programme teams, the Dean of Education monitors learner engagement, identifies emerging issues and co-ordinates any follow-up actions that are required.

8.1 Supports for Learners

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

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

Learning to learn supports are important as many of Chevron's learners are returning to education as mature learners. The LMS platform includes short courses structured in a gamification format, with the opportunity for learners to achieve badges in key areas, e.g., Harvard referencing skills. The Dean of Education creates and reviews additional modules

on using LMS, similarity detection software, and basic IT skills in collaboration with the Programme Team.

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

8.2 Learner Pathway

Chevron College aims to operate a common Learner Pathway across all its in further education and training (FET) and higher education (HET) online and blended learning programmes to ensure consistency in our approach to learners and quality assurance across all our course enrolments. Prior to enrolment, prospective learners are contacted by one of Chevron's Educational Consultants to discuss the course of interest and their suitability for blended learning. The telephone consultation involves a discussion on:

- The prospective learner's current knowledge and desired learning outcomes.
- Confirmation that the learner has reviewed the programme details on Chevron's website.
- The prospective learner's current qualification levels (to determine if they meet the academic entry standards).
- Requirements for entry via prior learning (RPL).
- Their suitability for online and blended learning, including:
    - A clear explanation of the blend of learning that they will experience, and the realistic commitment required of them to complete the programme. This will include information on the extent of face-to-face attendance in the blend, mandatory participation in collaborative online activities and the amount of independent learning needed for each module.
    - The IT skills level and essential hardware and software required.
    - English language proficiency.
- Information on the academic, technical and pastoral supports and other services available to Chevron's learners.

See Figure 15: Learner Pathway Process for additional information.

8.3 Academic Support for Learners Policy (POL_08_ASL)

8.3.1 POL_08_ASL: Policy Table

POLICY DETAILS			
Policy Name:	Academic Support for Learners Policy		
Policy No:	POL_08_ASL	**Version No:**	V2.1
Prepared by:	Director of Academic Affairs, Dean of Education, Registrar, Dean of Research and Ethics		
Policy Owners:	Director of Academic Affairs, Dean of Education, Registrar, Dean of Research and Ethics, Academic Council, Learner Support Advisors		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V2.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 2.1 uses the updated Policy No. naming convention of using the chapter number instead of a chronological numbering system. Changed from POL_28_ASL to POL_08_ASL. Version V2.0 includes a formalised policy table that outlines key metadata such as revision history, related documents, and associated policies. This policy refines and expands upon the academic aspects of support previously outlined in the more all-purpose Supports for Learners Policy. It establishes a clear framework for academic guidance, detailing the roles of Learner Support Advisors, lecturers, and tutors in providing personalised assistance. Key additions include a structured offering of workshops, peer tutoring programmes, and access to extensive learning resources such as online libraries and study aids. The policy also formalises processes for one-on-one tutoring and		

	academic writing support, emphasising the importance of skills like referencing and avoiding plagiarism. It introduces mechanisms for continuous improvement through feedback from learners and monitoring by the Dean of Education. By isolating academic support from broader learner services, this policy enhances the focus on fostering academic success in a structured inclusive environment. Version 1.2* of this policy combined both academic and pastoral support guidelines and was titled the Supports for Learners Policy.
RELATED ITEMS	
Related Internal Documents and/or External Information (if any):	• List of Academic Supports • Learner Handbook • Support Modules on LMS • College Charter
Related Policies (if any):	• Teaching and Learning Policy (POL_05_TL) • Assessment of Learners Policy (POL_06_AOL) • Academic Integrity Policy (POL_06_AIN) • Learner Induction Policy (POL_08_LI)

8.3.2 POL_08_ASL: Purpose

The purpose of this policy is to outline the range of academic support services available to learners at Chevron College, ensuring that all learners have access to the resources and guidance necessary to achieve their academic potential. The policy aims to foster an inclusive and supportive learning environment that encourages academic success and personal development.

8.3.3 POL_08_ASL: Scope

This policy applies to all learners enrolled in any programme at Chevron College, including both higher and further education courses. It covers the roles and responsibilities of the Dean of Education, Learner Support Advisors, and other relevant staff in providing academic support.

8.3.4 POL_08_ASL: Policy Statement

Chevron College is committed to offering a comprehensive range of academic support services designed to meet the diverse needs of its learner community. These services are intended to enhance learners' academic experiences, provide guidance, and help them overcome any academic challenges they may face.

- **Academic Guidance and Advising:** Learner Support Advisors are available to assist learners with course selection, study planning, and academic progression. They provide personalised guidance to help learners navigate their academic journey effectively and achieve their educational objectives.
- **Access to Learning Resources:** The College offers a variety of learning resources, including online libraries, databases, academic writing guides, and study aids. Learners are encouraged to utilise these resources to support their academic work and research.
- **Workshops and Skill Development:** Chevron College regularly organises workshops focused on key academic skills, such as time management, effective study techniques, academic writing, and research methodologies. These workshops are designed to equip learners with the skills necessary for academic success.
- **One-on-One Tutoring and Academic Writing Support:** Learners can access one-on-one tutoring for specific academic subjects and receive specialised support in academic writing. This service helps learners develop their writing skills, understand proper referencing techniques, and avoid plagiarism.
- **Peer Tutoring and Study Groups:** The College promotes collaborative learning through peer tutoring programmes and study groups. These initiatives provide opportunities for learners to engage with their peers, enhance their understanding of course material, and receive support from fellow learners.
- **Monitoring and Continuous Improvement:** The Dean of Education, in collaboration with other academic staff, will regularly review the effectiveness of academic support services. Feedback from learners will be gathered to inform improvements and ensure the services remain responsive to their needs.

8.3.5 POL_08_ASL: Roles and Responsibilities

Chevron College’s Director of Academic Affairs and the Dean of Education have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

The Dean of Education oversees the coordination and delivery of all academic support services, ensuring they align with the College's mission and learner needs. The Dean is also responsible for monitoring the effectiveness of these services.

Learner Support Advisors provide personalised academic guidance to learners, assisting them in academic planning and addressing challenges they may encounter during their studies.

Lecturers and Tutors support the academic development of learners by offering additional academic guidance and participating in the provision of tutoring and workshops.

Learners are encouraged to actively engage with the academic support services offered by the College, seek help when needed, and utilise available resources to enhance their academic skills.

8.4 Overview of Academic Supports for Learners

In developing our instructional design model for the delivery of educational content and new programmes, Chevron has found that the value of the learner experience is linked to the quality of:

- support systems available to learners.
- learner engagement with the course tutors.

Our approach to programme delivery emphasises the interaction between tutors and learners, recognising that teaching is a two-way process.

8.4.1 Induction

Enrolled learners on higher education programmes will be invited to an induction day at the Killeshin Hotel, Portlaoise, or a similar venue, at the start of each semester. This induction will be mandatory and will provide an opportunity for learners to meet with their lecturers, Learner Support Advisor, the programme administration team and their fellow learners in person. The Programme Leader will make a presentation on the upcoming modules to be studied and explain the learning resources and assessment techniques that will be deployed. IT support staff will be available at the event to help new learners log-in to LMS and explain the operation of other online resources. The agenda will typically include:

- Introduction to the programme (module objectives, learning outcomes, format and structure).
- Demonstration of the online LMS system, Moodle, and its functionalities.
- How to access and utilise the recommended reading and library resources, via both hard copies and online e-books/journals.

- The concept of Academic Integrity and how to avoid plagiarism, plus the sanctions that may be imposed on learners that are deemed to have plagiarised their work.
- Referencing conventions, why you need to properly reference all sources and the required approach to Harvard referencing.
- Explanation of formative assessments and how these are used to support learner's study and learning.
- Key dates and deadlines for the submission of assessments.
- Guidance on using Plagiarism/similarity detection software
- Opportunities to re-sit assessments and how this process works.
- Chevron's appeals and complaints processes.
- Programme academic staff contact details.
- Contact details for admin and support services.
- Question and Answer session.
- Activities to encourage community building in the class group.

Learners on FET programmes are required to register for an induction webinar once they have accessed their modules on LMS. The Programme Leader will discuss the above items with learners, normally via Teams, with a Q&A opportunity. The Learner Support Advisor will introduce learners to the Support Module on the LMS. A recording of the induction webinar is uploaded to LMS providing learners with the opportunity to review the information.

Chevron recognises that learner feedback is a continuous process which occurs during any course of study, but induction plays a key part in the process. Induction works on two levels. Firstly, it acts as a forum for the teaching team to set the academic and delivery expectations for each module. Secondly, it provides an opportunity to find any issues or concerns that learners may have at the point of starting a new module, providing a baseline for future learner feedback.

8.4.2 LMS

Moodle is Chevron's virtual learning management system (LMS) where learners can access course notes and assignments. Chevron provides several resources designed to assist learners to utilise this learning medium to its potential, achieve an enhanced learning experience and complete their course. Learning to learn supports are important as many of Chevron's learners are returning to education as mature learners. The LMS includes short courses structured in a 'gamification' format, with the opportunity for learners to achieve badges in key areas, e.g., Harvard referencing skills and study skills.

8.4.3 Tutor Support

Programme content is designed to combine asynchronous (remote, internet-based) learning with synchronous learning events (face-to-face workshops/interactive webinars). LMS is structured so that each learner's progress and engagement is monitored, encouraged and supported by their module lecturer/tutor, providing learners with the opportunity to track their achievement and to develop the self-directed learning skills essential for progression.

Lecturers/tutors routinely check learners' understanding of course content and the programme's learning outcomes to ensure that learners understand what is expected of them to successfully complete the programme. It is the responsibility of the module lecturer/tutor to highlight to the Programme Leader, learners who are experiencing academic challenges and who would benefit from extra support to meet their course requirements.

The tuition team for each module takes ownership of the course content and learner supports and engages in a variety of delivery styles to meet the needs of different learners. Key concept resources, such as videos on assessment briefs and digital literacy, are available on LMS. Further resources are added on an ongoing basis in response to tutor and learner feedback.

Diagnostic testing is undertaken at the start of each module, normally submission of a short piece of written work, to help identify any knowledge gaps where learners might require additional support or have an undiagnosed specific learning difficulty for which reasonable accommodations could be put in place. Learners are routinely reminded of the available supports throughout the teaching and learning process.

Learners can contact their module lecturer/tutor through email or internal messaging via LMS. Chevron's service standard is to respond to all emails within one working day.

Learners are encouraged to use emails as a first point of contact with tutors. This can be supplemented with a phone, Teams, or Zoom call which can be arranged in advance with the lecturer/tutor. Chevron can also arrange for one-to-one mentoring session(s) with course tutors on request.

8.4.4 Learner Support Advisor

While online and blended learning offers great flexibility, learners are required to develop effective time management and study skills to engage with course content and achieve their goals. Chevron employs an experienced team of Learner Support Advisors who are available to provide support to learners on its programmes.

There is a dedicated Learner Support Advisor for all programmes who schedules an initial meeting with each learner to ensure a smooth transition to online and blended learning.

Learner Support Advisors contact the learner at induction and will be available to throughout their studies with Chevron to provide advice and address any challenges the learner may encounter.

During the initial meeting, the Learner Support Advisor will carry out a technical assessment of the learner's technical skills and will provide support with technical issues as they arise. The Learner Support Advisor will also introduce learners to the support module on the LMS to include:

- IT Skills
- Assistive Technology skills
- Study skills
- How to approach a module
- Referencing and academic writing
- FAQ section

The Learner Support Advisor will run further live and recorded group webinars regularly to support with areas of growth for learners (attendance will be optional).

One of the aims of the support programme is to enable participants to become independent learners, through self-direction and autonomy. The support of the Learner Support Advisor is designed to promote the learner's development in the following areas:

- Willingness to learn
- Devising short medium and long-term SMART goals
- Engaging with the learning process
- Evaluating their learning

Additional support from a Learner Support Advisor in conjunction with the Librarian or other relevant member of staff is also available to learners through contact by the learner and/or on the recommendation of their module lecturers/tutors. Practical support and guidance are available on:

- Study skills and time management
- IT Skills, Microsoft Word, formatting, saving and sharing documents
- Assistive Technology Skills
- Effective notetaking
- Research skills, reference materials, effective library and internet search
- Critical reading and reflection
- Mind mapping, including using free online mind mapping tools
- Proof-reading and editing skills

- Academic writing
- Referencing and Plagiarism
- Communication skills – PowerPoint, presentation delivery, etc.
- Effective exam techniques
- Managing exam stress

8.4.5 Monitored Discussion Forum

Each module includes an online discussion forum which acts as a peer-to-peer support for learners and is used as a tool in formative assessment and to foster class discussion. The discussion forum brings a social element to online learning. Learners can forge a group identity, discuss issues related to the course and respond to topics set by the tutor. They are encouraged to monitor general discussion threads and threads relating to their specific module.

The Programme Leader and/or Module Tutor is responsible for developing, providing, and updating protocols and guidelines to staff and learners on the use of the full range of online interactions and forums in their learning. All forums have nominated trained moderators who check that learners are engaging with class discussions and to ensure that dignity, courtesy and respect are maintained.

8.4.6 Class Representatives

At the beginning of each year, Chevron encourages learners to nominate from within their group, a Class Representative to be the spokesperson for the group. Class representatives are the key link between the learners in a class and the tutors on the programme and work for the class to make sure that any issues are addressed, and the learning experience is a positive one. Training is provided by the college for the Class Representatives who attend Programme Boards and meet with programme teams each month to provide feedback and discuss any issues. They are not expected to resolve any personal issues, but they may be able to refer a learner to the appropriate member of staff that can help.

8.4.7 Course Specific Reading Materials

Course specific reading materials, quick links and other resources are added to each module as required. Learners on HET programmes will be provided with access to the online library services and can search the literature to locate resources relevant to their assessment and area of interest. The Librarian provides support on research methods where required.

In addition to offering a broad range of reference materials, the library also provides learners with access to useful resources on critical thinking, research skills, exam preparation, dissertation support and other reading for academic purposes.

8.5 Pastoral Support for Learners Policy (POL_08_PSL)

8.5.1 POL_08_PSL: Policy Table

POLICY DETAILS			
Policy Name:	Pastoral Support for Learners Policy		
Policy No:	POL_08_PSL	**Version No:**	V2.1
Prepared by:	Director of Academic Affairs, Dean of Education, Registrar, Dean of Research and Ethics		
Policy Owners:	Director of Academic Affairs, Dean of Education, Registrar, Dean of Research and Ethics, Academic Council, Learner Support Advisors		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V2.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 2.1 uses the updated Policy No. naming convention of using the chapter number instead of a chronological numbering system. Changed from POL_29_PSL to POL_08_PSL. Version V2.0 includes a formalised policy table that outlines key metadata such as revision history, related documents, and associated policies. This policy extracts and significantly develops the pastoral care elements of the original more all-purpose Supports for Learners Policy*. It offers a dedicated framework for promoting learner wellbeing, including access to mental health counselling, crisis intervention, and personal development workshops. The policy emphasises creating an inclusive and supportive community, with services designed to address emotional and social challenges. It introduces specific roles for pastoral support staff and procedures for monitoring the		

	effectiveness of these services led by the Dean of Education. The policy also highlights emergency response measures and fosters a sense of belonging and respect within the learner community. This focused approach ensures a more tailored response to the personal and emotional needs of learners, separate from academic or administrative supports. Version 1.2* of this policy combined both academic and pastoral support guidelines and was titled the Supports for Learners Policy.
RELATED ITEMS	
Related Internal Documents and/or External Information (if any):	• List of Pastoral Supports • Learner Handbooks • Support Module on LMS • College Charter
Related Policies (if any):	• Teaching and Learning Policy (POL_05_TL) • Assessment of Learners Policy (POL_06_AOL) • Academic Integrity Policy (POL_06_AIN) • Learner Induction Policy (POL_08_LI)

8.5.2 POL_08_PSL: Purpose

The purpose of this policy is to outline the pastoral support services available to learners at Chevron College. The policy is designed to promote the wellbeing, personal development, and overall welfare of learners, ensuring they have access to the necessary emotional, social, and personal support throughout their time at the College.

8.5.3 POL_08_PSL: Scope

This policy applies to all learners enrolled in any programme at Chevron College. It encompasses a wide range of pastoral support services, including mental health and wellbeing support, personal development guidance, and services aimed at fostering a supportive and inclusive college community.

8.5.4 POL_08_PSL: Policy Statement

Chevron College recognises the importance of providing holistic support to its learners, addressing not only their academic needs but also their personal and emotional wellbeing.

The College is committed to creating a nurturing environment where all learners feel supported and valued.

- **Mental Health and Wellbeing Services:** The College provides confidential counselling and mental health services to support learners in managing stress, anxiety, and other personal challenges. These services aim to help learners maintain a healthy balance between their academic responsibilities and personal wellbeing.
- **Personal Development and Wellbeing Workshops:** Chevron College offers workshops focused on personal development, stress management, resilience building, and other aspects of wellbeing. These workshops are designed to equip learners with the skills and strategies needed to navigate life's challenges effectively.
- **Pastoral Care and Support:** The College ensures that all learners have access to pastoral care services, which include one-on-one support from dedicated staff members who can assist with personal issues, provide advice, and help connect learners with additional resources if needed.
- **Inclusive and Supportive Community:** Chevron College is committed to fostering an inclusive community where all learners feel respected, valued, and supported. The College promotes diversity and inclusion through various initiatives and ensures that all support services are accessible to learners from different backgrounds.
- **Crisis Intervention and Emergency Support:** In the event of a crisis or emergency, Chevron College provides immediate support to affected learners. The College has procedures in place to respond to crises and ensure that learners receive the necessary care and assistance.
- **Continuous Evaluation of Pastoral Services:** The Dean of Education will regularly assess the effectiveness of pastoral support services, with input from learners and staff, to ensure that the services provided continue to meet the evolving needs of the learner community.

8.5.5 POL_08_PSL: Roles and Responsibilities

Chevron College's Director of Academic Affairs and the Dean of Education have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

The Dean of Education responsible for overseeing the provision of pastoral support services, ensuring that they meet the needs of learners and contribute to their overall wellbeing. They also coordinate with other staff to implement and improve these services.

Pastoral Support Staff such as our external counsellors provide direct support to learners, offering guidance, counselling, and assistance with personal issues. They play a key role in maintaining a supportive and caring environment within the College.

Lecturers and Tutors support learners' pastoral needs by being approachable and referring them to appropriate support services when necessary.

Learners are encouraged to seek pastoral support when needed and to participate in workshops and other initiatives aimed at promoting their wellbeing and personal development.

8.6 Administration and Support Services

Chevron College's headquarters is based in Wexford, but to ensure equity of access, learners can access career guidance, financial services, technical support, and other administration and support services online.

Chevron's staff are available from 09:00-17:30 to take calls and respond to email messages. This is supported by an offline 24-hour message service which directs queries to the relevant Chevron team member. They will then contact the learner via email, telephone, Teams, or Zoom to discuss their specific requirements. If the learner would prefer to meet the Chevron representative face-to-face, this can also be facilitated.

All support services will be provided in a friendly and confidential manner.

8.6.1 Financial Services

Chevron's finance office will engage with learners who may have issues with the payment of course fees and offer advice and support on making grant and other third-party funding applications.

8.6.2 Employment Services

Chevron's Learner Support Advisor, or appropriately qualified personnel (either internal or external), offers learners coaching and support to develop their employability skills and to facilitate the transition to employment and further progression with their careers. Services include advice on CV preparation, LinkedIn profile, interview techniques, and other job search skills.

8.6.3 Accessibility Services

Learners can disclose a disability or specific learning difficulty to their lecturer/tutor, programme leader, administrative staff, Learner Support Advisor or to the Dean of Education. Chevron is committed to inclusive practice and will discuss the learner's support

needs, in addition to any reasonable accommodations that may be available to them. Where possible learners are asked to disclose a disability at registration so that supports can be put in place for them in a timely manner. Anything the learner discloses to Chevron is confidential and information will not be shared without their permission.

Chevron's Dean of Education will work with programme teams to ensure that reasonable accommodations and any other supports required by the learner are in place for them. The Dean of Education will maintain contact with the learner and will offer advice and guidance to enable them to engage with and successfully complete their studies.

See the Reasonable Accommodations Policy (POL_06_RA) for additional information.

8.6.4 Pastoral Care

Chevron recognises that some learners may encounter challenges of a personal nature during their programme of study. Therefore, all learners have access pastoral care services (i.e., counselling, personal guidance, mental health awareness supports) throughout their studies. All services shall be accessed in a confidential manner.

8.7 Review of Learner Supports

Chevron's Dean of Education has overarching responsibility for the provision and review of academic and pastoral support services at the College. In collaboration with management and programme teams, the Dean of Education monitors learner engagement, identifies emerging issues and co-ordinates any follow-up actions that are required.

Each Programme Board will consider Learner Supports as they relate to an individual programme. All Programme Boards will have learner representation. In addition, feedback on supports from learner surveys is reviewed and acted upon as necessary. The process and methods to monitor learning supports is outlined in Figure 32: Review of Learner Supports below:

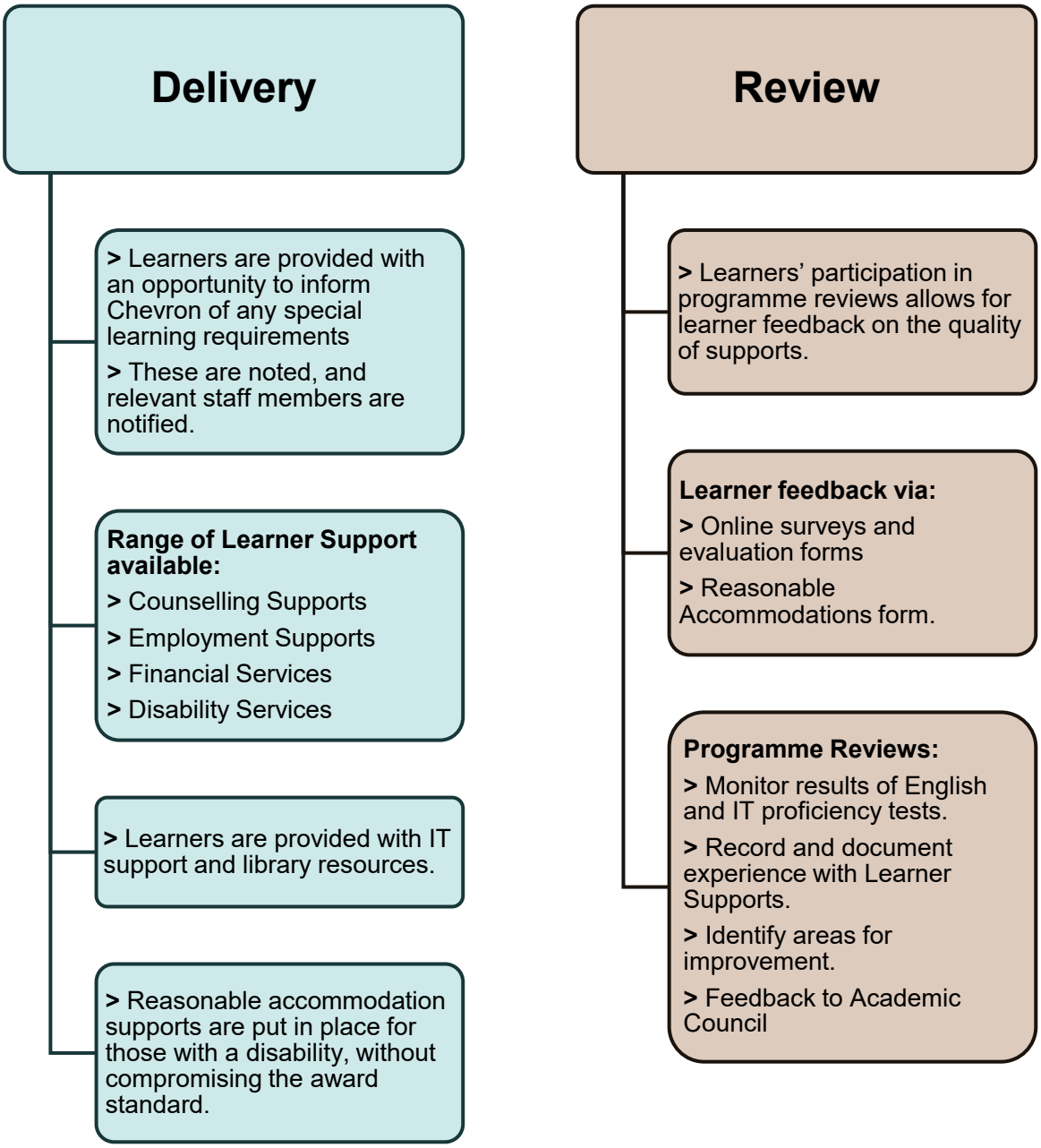

Figure 33: Review of Learner Supports

8.8 Progression and Re-Enrolment Support

When a learner wishes to enrol on the next stage of their programme and/or on another programme offered by Chevron, the Educational Consultant will then enter their personal details into the CRM system to create a new learner record. The CRM automatically sends an email to the learner with an Admissions Form for completion and return to Chevron. The form includes:

- Confirmation of qualifications status (with a request for authenticated copies for Chevron's files).
- Confirmation of English proficiency.
- A request for Chevron to provide Reasonable Accommodations in respect of a disability or specific learning difficulty.

Chevron's Programme Administrator will verify each learner's Admission Form to check that they meet entry requirements for the programme, reconfirm IT skills, etc. This is an important part of the enrolment process, designed to support learners in determining their capabilities and training requirements, particularly those who may require additional supports to undertake a programme of study.

8.8.1 Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is the process by which prior learning, accredited and/or experiential, is formally identified, assessed, and acknowledged. Where it is considered appropriate, RPL may be used to gain:

- an exemption from a programme module, or number of modules
- entry to a programme where the applicant may not meet the standard entry requirements
- advanced entry to a programme
- transfer between programmes

Learners who are considering making an application for RPL will receive guidance from Chevron's Educational Consultants and the relevant Programme Leader.

8.8.2 Reasonable Accommodations

Where possible, learners that have a disability or specific learning difficulty are asked to inform the college at enrolment, so that supports can be put in place for them in a timely manner.

8.8.3 Starting a Programme

Once the enrolment process is completed, learners are automatically registered on their modules for the term and are given instructions through an invitation email on how to access their LMS account through Chevron's website www.chevrontraining.ie. Moodle is Chevron's online Learning Management System (LMS) where learners can access course notes and assignments. Each module on the learner's dashboard includes a welcome note from the module tutor with their contact details, dates of webinars, assignment briefs, etc.

Learners are provided with a Programme Handbook which gives details of how to access course materials, tutor supports, assessment, work-placement, progression routes, Recognition of Prior Learning (RPL), Reasonable Accommodations, and other services and supports.

8.9 Learner Induction Policy (POL_08_LI)

8.9.1 POL_08_LI: Policy Table

POLICY DETAILS			
Policy Name:	Learner Induction Policy		
Policy No:	POL_08_LI	**Version No:**	V1.1
Prepared by:	Director of Academic Affairs, Dean of Education, Registrar, Dean of Research and Ethics		
Policy Owners:	Director of Academic Affairs, Dean of Education, Registrar, Dean of Research and Ethics, Programme Leaders, Tutors, Learner Support Advisors		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V1.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version V1.1 uses the updated Policy No. naming convention. Changed from POL_30_LI to POL_08_LI.		

RELATED ITEMS	
Related Internal Documents and/or External Information (if any):	• Learner Induction material • Learner Handbook • Support Module on LMS • College Charter
Related Policies (if any):	• Equality, Diversity, and Inclusion Policy (POL_03_EDI) • Grievance and Complaints Policy (POL_03_GC) • Safeguarding Policy (POL_03_SG) • Deferral and Refund Policy (POL_04_DR) • Assessment of Learners Policy (POL_06_AOL) • Academic Integrity Policy (POL_06_AIN) • Reasonable Accommodations Policy (POL_06_RA) • Review, Recheck, and Appeals Policy (POL_06_RRA) • Academic Support for Learners Policy (POL_08_ASL) • Pastoral Support for Learners Policy (POL_08_PSL) • Work Experience and Placement Policy (POL_08_WEP)

8.9.2 POL_08_LI: Purpose

The purpose of this policy is to outline the procedures and objectives of the learner induction process at Chevron College. The induction process is designed to welcome new learners, introduce them to the College's environment, resources, and expectations, and provide them with the essential information and support needed to commence their academic journey successfully.

8.9.3 POL_08_LI: Scope

This policy applies to all new learners enrolled in any programme at Chevron College, including higher education and further education courses. It covers the entire induction process, from pre-arrival information to the completion of the induction programme.

8.9.4 POL_08_LI: Policy Statement

Chevron College recognises the importance of providing holistic support to its learners, addressing not only their academic needs but also their personal and emotional wellbeing. The College is committed to creating a nurturing environment where all learners feel supported and valued.

- **Mental Health and Wellbeing Services:** The College provides confidential counselling and mental health services to support learners in managing stress, anxiety, and other personal challenges. These services aim to help learners maintain a healthy balance between their academic responsibilities and personal wellbeing.
- **Personal Development and Wellbeing Workshops:** Chevron College offers workshops focused on personal development, stress management, resilience building, and other aspects of wellbeing. These workshops are designed to equip learners with the skills and strategies needed to navigate life's challenges effectively.
- **Pastoral Care and Support:** The College ensures that all learners have access to pastoral care services, which include one-on-one support from dedicated staff members who can assist with personal issues, provide advice, and help connect learners with additional resources if needed.
- **Inclusive and Supportive Community:** Chevron College is committed to fostering an inclusive community where all learners feel respected, valued, and supported. The College promotes diversity and inclusion through various initiatives and ensures that all support services are accessible to learners from different backgrounds.
- **Crisis Intervention and Emergency Support:** In the event of a crisis or emergency, Chevron College provides immediate support to affected learners. The College has procedures in place to respond to crises and ensure that learners receive the necessary care and assistance.
- **Academic Integrity and Programme Information:** Learners are provided with relevant information for their time with Chevron including, but not limited to, programme learning outcomes, assessment schedules, reasonable accommodations, academic integrity, learner charter, etc.

8.9.5 POL_08_LI: Roles and Responsibilities

Chevron College's Director of Academic Affairs and the Dean of Education have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

Dean of Education is responsible for overseeing the planning and execution of the learner induction programme, ensuring that all aspects of the induction are delivered effectively and meet the needs of new learners.

Programme Leaders play a key role in delivering academic induction sessions and ensuring that learners are well-informed about their specific programmes and academic expectations.

Learner Support Advisors provide personalised support to learners during the induction process, helping them to understand the resources available and addressing any initial concerns or queries.

Support Staff and Tutors assist in delivering various aspects of the induction, including campus tours, online learning platform training, and the health and safety briefing.

Learners are expected to actively participate in the induction programme, engage with the information provided, and seek clarification on any aspects they do not understand. Learners are also encouraged to provide feedback to help improve the induction experience for future cohorts.

8.10 Work Experience and Placement Policy (POL_08_WEP)

8.10.1 POL_08_WEP: Policy Table

POLICY DETAILS			
Policy Name:	Work Experience and Placement Policy		
Policy No:	POL_08_WEP	**Version No:**	V2.0
Prepared by:	Director of Academic Affairs, Programme Leader, Dean of Education, Registrar, Placement Lead		
Policy Owners:	Director of Academic Affairs, Programme Leader, Registrar, Placement Lead, Placement Supervisor, Placement Provider, Placement Tutor/Mentor		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V1.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 2.0 uses the updated Policy No. naming convention. Changed from POL_31_WILP to POL_08_WEP. Additionally, version 1.0 was a broader policy that combined both work placement and work integrated learning. It was recommended by		

	the Academic Council to separate these into two standalone policies.
RELATED ITEMS	
Related Internal Documents and/or External Information (if any):	• Professional Practice/Placement Documents • Learner Handbook • Induction Material
Related Policies (if any):	• Equality, Diversity, and Inclusion Policy (POL_03_EDI) • Grievance and Complaints Policy (POL_03_GC) • Safeguarding Policy (POL_03_SG) • Deferral and Refund Policy (POL_04_DR) • Assessment of Learners Policy (POL_06_AOL) • Academic Integrity Policy (POL_06_AIN) • Reasonable Accommodations Policy (POL_06_RA) • Review, Recheck, and Appeals Policy (POL_06_RRA) • Academic Support for Learners Policy (POL_08_ASL) • Pastoral Support for Learners Policy (POL_08_PSL) • Learner Induction Policy (POL_08_LI)

8.10.2 POL_08_WEP: Purpose

This purpose of this policy is to outline the real-life practical experiential learning that learners may engage with as part of their programme which take the form of either Work Placements and/or Work Experience.

8.10.3 POL_08_WEP: Scope

This policy applies to all learners enrolled in courses requiring work experience, professional practice placements, placement providers, and Chevron College staff involved in the administration and oversight of work integrated learning and placements. It covers placement selection, health and safety requirements, and responsibilities.

8.10.4 POL_08_WEP: Policy Statement

Chevron College recognises the importance of work-based, real-life learning as a critical component of professional development for learners in programmes that require placement

and/or work experience. Placements and work experience are designed to integrate theory with practice, providing learners with opportunities to apply knowledge in real-world settings.

- **Work Experience:** This is where there is no formal agreement between the college and the learner-sourced work experience provider. This may be the learner's current workplace. The college is not responsible for sourcing the work experience environment but may liaise with them if needed and/or if an issue arises. Typically, a mentor will be on site to help guide the learner in an unstructured approach and is not responsible for assessing the learner. However, the learner may be required to reflect on specific activities that they engage with during this period, and this reflective exercise will be assessed by the college.
- **Placements:** This is where there is a formal agreement between the college and an appropriate work environment where the learner engages in supervised practice that form an assessed, compulsory element of a programme. The college supports learners in sourcing the work environment and acts as a liaison between the learner and the work placement provider. This may be the learner's current workplace. A designated supervisor is on site and is responsible for assessing the learner during their placement period.

8.10.4.1 Placement Selection

Chevron has established criteria and approval requirements for placement settings to ensure they are appropriate, compliant, and capable of supporting learners' professional development.

All placement settings must be registered with the appropriate regulatory bodies (e.g., TUSLA) and comply with associated legal, QA, provider, and accreditation regulations (e.g., Garda vetting).

The setting must nominate a qualified mentor with the required minimum years of relevant experience.

8.10.4.2 Placement Hours

Each programme that contains work experience has requirements relating to the completion of programme-specific placement hours to meet learning outcomes and award standards.

Placement hours are programme specific, so learners must complete the required placement hours as outlined in their programme handbook.

8.10.4.3 Health and Safety

Before a placement commences, the suitability of the placement environment must be confirmed through agreed health and safety checks to protect learners and to meet statutory and institutional requirements.

Learners are required to complete a Health and Safety Assessment before placement to ensure the placement environment meets all legal and regulatory requirements.

Learners may also be required to attend and complete the work integrated learning module(s) where applicable.

8.10.4.4 Learner Responsibilities

Learners are responsible for organising their own placements with support from the Placement Lead or Placement Officer if required.

They must adhere to the placement provider's policies including professional conduct, attendance, and confidentiality.

Learners are typically expected to maintain some form of reflective journal and complete all required paperwork, including Log Hour Sheets and any placement assessments as required.

8.10.4.5 Placement Provider Responsibilities

Placement Providers must support the learner’s professional development, provide a safe working environment, and ensure compliance with all legal requirements.

A mentor must be assigned to the learner to guide them through the placement.

8.10.5 POL_08_WEP: Roles and Responsibilities

The Director of Academic Affairs and the Dean of Education have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

Dean of Education is responsible for overseeing the planning and execution of the learner induction programme, ensuring that all aspects of the induction are delivered effectively and meet the needs of new learners.

Placement Lead and Placement Officers are responsible for the management of placements and liaising with the placement provider(s).

Programme Leaders play a key role in delivering academic induction sessions and ensuring that learners are well-informed about their specific programmes and academic expectations.

Learner Support Advisors provide personalised support to learners during the induction process, helping them to understand the resources available and addressing any initial concerns or queries.

Support Staff and Tutors assist in delivering various aspects of the induction, including campus tours, online learning platform training, and the health and safety briefing.

Learners are expected to actively participate in the induction programme, engage with the information provided, and seek clarification on any aspects they do not understand. Learners are also encouraged to provide feedback to help improve the induction experience for future cohorts.

8.11 Work Placement

Learners may be required to complete a work placement as part of their FET or HET programmes.

It is the responsibility of each learner to source their own work placement. However, each Placement Lead, in consultation with the Programme Leader, will provide a list of appropriate work placements. Learners will be advised to update their CV prior to approaching an organisation. Advice and guidance on CV preparation will be available from the Chevron College's Employment Services Officer.

The Programme Leader will appoint a Placement Officer from the programme team, who will support learners to arrange their placements. The Placement Officer will:

- Assist learners with the completion of the appropriate placement proposal documentation.
- Contact potential Placement Providers, to ensure that they understand what is required before a placement is approved and provide contact details for whom they can contact in Chevron with any issues.
- Send out the Health and Safety Assessment form to the Placement Provider.
- Assign learners to their Placement Supervisors, who will be the point of contact for the learner throughout the placement.
- Maintain a database of placement providers.
- Respond to learner enquiries regarding possible placement contact details. (N.B. it is not the responsibility of the Placement Officer to contact potential placement providers on behalf of the learner.)

Chevron offers a free e-vetting service to learners enrolled on their programmes. Existing insurance policies of childcare/healthcare providers will usually cover the learner during the period of their work placement.

8.12 Standards of Behaviour and Professional Conduct

Chevron College is committed to providing a safe, inclusive, supportive and positive learning experience for all its learners. Any form of discrimination or harassment on the basis of gender, civil or marital status, family/parental status, disability, race or ethnicity, sexual orientation, age, religion or membership of the traveller community will not be tolerated.

Learners at Chevron College are expected to treat others at college and at their placement provider(s) (if applicable) with courtesy and respect and to behave in a way that does not cause risk or distress to any member of the College community, hinder the operations of the College or damage to its reputation.

Learners are expected to familiarise themselves with the policies and procedures of Chevron College to understand their obligations in respect to their programme of study and the standard of behaviour required of them.

9 INFORMATION AND DATA MANAGEMENT

Chevron's management board and wider stakeholders ensure, to the best of their abilities, that all data is used appropriately and securely to comply with best practice and the organisation's statutory obligations. The Management Board has primary responsibility for Information and Data Management, in line with the following principles:

- Ensuring the security and proper use of all learner data, business information and other IT assets.
- Safeguarding the security of personal or sensitive information.
- Managing information and data covering a range of media and formats (created, received, stored and disposed of).
- Engaging with external service providers and consultants to maintain IT systems and their integrity, ensure business continuity.
- Managing the complete lifecycle of all information in line with Data Protection and the requirements of QQI and other interested parties.

The Management Board recognises that information is an asset of the organisation and should be managed accordingly. Therefore, all staff, contractors and consultants are required to maintain and respect the integrity, security and proper use of all data.

9.1 Information and Data Management Policy (POL_09_IDM)

9.1.1 POL_09_IDM: Policy Table

POLICY DETAILS			
Policy Name:	Information and Data Management Policy		
Policy No:	POL_09_IDM	**Version No:**	V2.1
Prepared by:	Registrar, Director of Academic Affairs, Dean of Education, Director of Sales, Artificial Intelligence and Automation Manager, Dean of Research and Ethics, Operations Manager		
Policy Owners:	Registrar, Director of Academic Affairs, Dean of Education, Director of Sales, Artificial Intelligence and Automation Manager, Operations Manager, Dean of Research and Ethics, Academic Council, Learner Support Advisors, Educational Consultants,		

	Administrators, Tutors		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V2.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 2.1 uses the updated Policy No. naming convention of using the chapter number instead of a chronological numbering system. Changed from POL_32_IDM to POL_09_IDM. Version V2.0 includes a formalised policy table that outlines key metadata such as revision history, related documents, and associated policies. Content that was exclusively in the original policy has been split into other policies such as POL_09_ITU and POL_33_DMER. Version V2.0 introduces a formal process for data breach notification, requiring prompt reporting to the supervisory authority and affected individuals, as per GDPR requirements. Version V2.0 introduces a Data Retention Chart and explicitly links data retention to GDPR principles, ensuring personal data is stored only as long as necessary.		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• Data Retention Chart • Data Protection Commission website • Data Protection Act 2018 • College Charter		
Related Policies (if any):	• All policies		

9.1.2 POL_09_IDM: Purpose

The purpose of this policy is to establish Chevron College's internal governance framework for the effective management of information and personal data. It sets out how personal data

is collected, processed, stored, disclosed, retained, and disposed of in compliance with applicable data protection legislation, including the General Data Protection Regulation (GDPR) and the Data Protection Acts 1988–2018.

This policy governs how data protection obligations are operationalised within the organisation, including roles, controls, systems, risk management, and assurance mechanisms

9.1.3 POL_09_IDM: Scope

This policy applies to all staff, learners, contractors, agents, and third parties who process or have access to personal data held by Chevron College.

It applies to all systems, platforms, and records used by the organisation, including:

- Customer Relationship Management (CRM) systems
- Learner Information Systems (SIS)
- Learning Management Systems (LMS)
- Marketing and recruitment platforms
- Internal databases, spreadsheets, and manual records

This policy applies to all personal data, whether held electronically, on paper, or by other means.

9.1.4 POL_09_IDM: Policy Statement

Chevron College is committed to maintaining high standards of information governance and data protection. Personal data is processed in a manner that is lawful, fair, transparent, secure, and proportionate to the purposes for which it is collected.

Chevron College implements organisational, technical, and physical measures to ensure that personal data is:

- Processed lawfully, fairly, and transparently
- Collected for specified, explicit, and legitimate purposes
- Adequate, relevant, and limited to what is necessary
- Accurate and kept up to date
- Retained only for as long as necessary
- Protected against unauthorised or unlawful processing, accidental loss, destruction, or damage.

9.1.4.1 Ethical Collection of Data

All personal data processed by Chevron College must be obtained and handled in an ethical manner. Staff must ensure that data is collected with a clearly identified purpose, that individuals are treated fairly, and that processing activities align with approved institutional procedures.

Operational practices must ensure that consent, where relied upon, is appropriately recorded, that processing activities are documented, and that data is disposed of securely once it is no longer required.

See Table 15: Data Retention Chart on the for specific breakdowns.

9.1.4.2 Lawful Basis for Processing

All processing of personal data must have a clearly identified lawful basis under Article 6 of the GDPR. The lawful basis for processing must be documented, reviewed where necessary, and capable of being demonstrated for audit and regulatory purposes.

9.1.4.3 Data Subject Rights (Operational Handling)

Chevron College maintains internal procedures to ensure that data subject rights requests are handled consistently, lawfully, and within statutory timeframes. Responsibility for managing such requests is assigned to the Data Protection Officer, with appropriate escalation and record-keeping arrangements in place.

9.1.4.4 Data Breach Notification

Chevron College has a formal process for identifying, assessing, managing, and reporting personal data breaches. Where required, the College will notify the relevant supervisory authority and affected individuals without undue delay, in accordance with GDPR requirements.

All data breaches, whether notifiable or not, must be recorded and reviewed to inform risk management and continuous improvement.

9.1.4.5 Data Disclosure and Third-Party Processing

Disclosures of personal data to third parties must be necessary, proportionate, and supported by appropriate contractual, technical, and organisational safeguards. Third-party processing arrangements must be approved and monitored in line with institutional procedures.

Chevron College does not permit the sale or commercial exploitation of personal data.

9.1.4.6 Data Accuracy, Retention, and Disposal

Chevron College implements controls to ensure the accuracy and integrity of personal data. Retention and disposal of personal data are governed by the approved Data Retention Chart, with secure destruction methods used where data is no longer required.

Compliance with retention schedules is monitored as part of internal quality assurance and risk management processes.

9.1.5 POL_09_IDM: Roles and Responsibilities

The Registrar, the Director of Academic Affairs, the Director of Sales, the Dean of Education, the Dean of Research and Ethics, and the Artificial Intelligence and Automation Manager have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy and is responsible for the maintenance, review, and updating of the Risk Register.

The Data Protection Officer (DPO), who is also the Operations Manager, will be responsible for ensuring compliance with this policy, monitoring data processing activities, and responding to data subject access requests and any other GDPR-related matters. The Data Protection Officer is the primary point of contact for data protection queries from internal and external stakeholders, including website users, and is responsible for responding to data subject rights requests and data protection complaints.

All stakeholders are responsible for complying with this policy and for handling personal data in accordance with approved procedures. IT support services are responsible for maintaining appropriate technical security controls.

9.1.6 Complaints and Supervisory Authority

Individuals who have concerns about how their personal data is processed are encouraged to contact the Data Protection Officer in the first instance. Chevron College will respond without undue delay and in any event within one month.

Individuals also have the right to lodge a complaint with the Data Protection Commission in Ireland.

9.2 Data Retention Chart

File Type	Category	Format	Retention Period	Legal / Regulatory	Responsible	Disposal Method
Appeal Forms	Academic	Digital / Analog	7 years after case closure	QQI, GDPR, Institutional Policy	Director of Academic Affairs	Secure shredding/digital deletion
Application Forms	Admissions	Digital / Analog	1 year after decision (if not accepted)	GDPR, Institutional Policy	Admissions Team	Secure shredding/digital deletion
Assessment Records	Academic	Digital / Analog	13 months after appeals period closes	QQI, GDPR, Education Act 1998	Academic Team	Secure shredding/digital deletion
Attendance Records	Academic	Digital / Analog	6 years	QQI, GDPR, Education Act 1998	Academic Team	Secure shredding/digital deletion
Complaints Forms	Administration	Digital / Analog	7 years after case closure	GDPR, Institutional Policy, Ombudsman Requirements	Registrar / Operations Manager / Director of Academic Affairs	Secure shredding/digital deletion
Contracts with External Providers	Legal	Digital / Analog	6 years after contract ends	Contract Law, GDPR	Procurement Department	Secure shredding/digital deletion
CVs/Resumes	HR	Digital / Analog	1 year after recruitment	GDPR, Employment Law	HR	Secure shredding/digital deletion

File Type	Category	Format	Retention Period	Legal / Regulatory	Responsible	Disposal Method
			process ends (if not hired)			
Data Breach Records	Compliance / IT	Digital	Indefinite	GDPR, Data Protection Act 2018	IT / Compliance	Not applicable
Disciplinary Records (Learners)	Academic / Administration	Digital / Analog	7 years after case closure	GDPR, Education Act	Registrar / QA Officer	Secure shredding/digital deletion
Disciplinary Records (Staff)	HR	Digital / Analog	7 years after case closure	Employment Law, GDPR	HR	Secure shredding/digital deletion
Employee Records	HR	Digital / Analog	7 years after termination	Employment Law, GDPR	HR	Secure shredding/digital deletion
Examination Scripts	Academic	Digital / Analog	6 months after results are finalised	QQI, GDPR	Academic Team	Secure shredding/digital deletion
Fee Payment Records	Financial	Digital / Analog	6 years	Revenue, Finance Act, GDPR	Finance Team	Secure shredding/digital deletion
Financial Records	Financial	Digital / Analog	6 years	Revenue, Companies Act 2014	Finance Team	Secure shredding/digital deletion
GDPR Consent Forms	Compliance	Digital / Analog	Duration of data processing + 1 year	GDPR, Data Protection Act 2018	Compliance Officer	Secure shredding/digital deletion

File Type	Category	Format	Retention Period	Legal / Regulatory	Responsible	Disposal Method
Grievance Records (Staff)	HR	Digital / Analog	7 years after case closure	Employment Law, GDPR	HR	Secure shredding/digital deletion
Health and Safety Records	Compliance	Digital / Analog	10 years	Safety, Health and Welfare at Work Act 2005	HR / Operations Manager	Secure shredding/digital deletion
Incident Reports	Compliance / Health and Safety	Digital / Analog	10 years	Safety, Health and Welfare at Work Act 2005	Operations Manager	Secure shredding/digital deletion
Insurance Claims	Financial/Legal	Digital / Analog	6 years after settlement	Contract Law, Institutional Policy	Legal / Finance Team	Secure shredding/digital deletion
Internal Communications	Administration	Digital	3 years	GDPR, Institutional Policy	All Teams	Secure digital deletion
Learner Records	Academic	Digital / Analog	7 years after completion	QQI, GDPR, Education Act 1998	Registrar	Secure shredding/digital deletion
Learner Support Request Forms (Academic)	Academic Support	Digital / Analog	6 years	GDPR, Institutional Policy	Learner Support Services	Secure shredding/digital deletion
Learner Support Request Forms (Pastoral)	Pastoral Support	Digital / Analog	6 years	GDPR, Institutional Policy	Learner Support Services	Secure shredding/digital deletion

File Type	Category	Format	Retention Period	Legal / Regulatory	Responsible	Disposal Method
Learner Transcripts	Academic	Digital	Indefinite	QQI Guidelines	Registrar	Not applicable
Learning Agreements	Academic	Digital / Analog	7 years after course completion	QQI, GDPR, Institutional Policy	Academic Team	Secure shredding/digital deletion
Library Records	Academic	Digital	1 year after learner exit	GDPR, Institutional Policy	Learner Support Services	Secure digital deletion
Marketing Materials	Marketing	Digital / Analog	5 years	GDPR, Institutional Policy	Marketing Team	Secure shredding/digital deletion
Payroll Records	Financial	Digital	6 years	Revenue, Finance Act	Finance Team	Secure digital deletion
Pension Records	HR / Financial	Digital / Analog	12 years after termination	Pension Law, GDPR	HR / Finance Team	Secure shredding/digital deletion
Quality Assurance Reports	Compliance	Digital / Analog	5 years	QQI, GDPR, Institutional Policy	QA Department	Secure shredding/digital deletion
Research Data	Academic	Digital	10 years	GDPR, Research Ethics Guidelines	Dean of Research and Ethics	Secure digital deletion

File Type	Category	Format	Retention Period	Legal / Regulatory	Responsible	Disposal Method
Staff Contracts	HR	Digital / Analog	7 years after termination	Employment Law, GDPR	HR	Secure shredding/digital deletion
Staff Performance Reviews	HR	Digital / Analog	5 years after review	Employment Law, GDPR	HR	Secure shredding/digital deletion
Staff Timetables	HR / Administration	Digital	3 years	Institutional Policy, GDPR	HR / Administration	Secure digital deletion
Timetables (Learner)	Academic / Administration	Digital	1 year after academic year ends	Institutional Policy	Administration / Academic Team	Secure digital deletion
Withdrawal Forms (Learner)	Academic / Administration	Digital / Analog	7 years after withdrawal	QQI, GDPR	Registrar	Secure shredding/digital deletion

Table 16: Data Retention Chart

9.3 Privacy Policy (POL_09_PRV)

9.3.1 POL_09_PRV: Policy Table

POLICY DETAILS			
Policy Name:	Privacy Policy		
Policy No:	POL_09_PRV	**Version No:**	V2.0
Prepared by:	Registrar, Director of Academic Affairs, Dean of Education, Director of Sales, Artificial Intelligence and Automation Manager, Dean of Research and Ethics, Operations Manager		
Policy Owners:	Registrar, Director of Academic Affairs, Dean of Education, Director of Sales, Artificial Intelligence and Automation Manager, Operations Manager, Dean of Research and Ethics, Academic Council		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V1.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version V2.0 includes a formalised policy table that outlines key metadata such as revision history, related documents, and associated policies.		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• Data Retention Chart • Data Protection Commission website • Data Protection Act 2018 • College Charter		
Related Policies (if	• All policies		

any):	

9.3.2 POL_09_IDM: Purpose

The purpose of this Privacy Policy is to explain how Chevron College collects, uses, stores, shares, and protects personal data obtained through its websites and related services. This policy is intended to provide transparency to data subjects and to complement Chevron College's internal Information and Data Management Policy (POL_09_IDM), which governs how personal data is managed operationally within the organisation.

9.3.3 Scope

This Privacy Policy applies to all personal data collected through Chevron College's publicly accessible websites and online services.

9.3.4 Policy Statement

Chevron College is committed to protecting the privacy and personal data of individuals who interact with the College through its website. Personal data is processed in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Acts 1988–2018.

Chevron takes its data protection responsibilities seriously and employs appropriate organisational, technical, and physical measures to safeguard personal data. These measures are supported by staff awareness and training and are reviewed on a regular basis.

9.3.4.1 Data Controller and Contact Details

Chevron College and Recruitment Limited is the Data Controller for personal data processed through its website.

Contact details for data protection queries:

- **Email:** dataprotection@chevrongroup.ie
- **Post:** Data Protection Officer, Chevron College, Anne Street, Wexford, Y35 WKF7

9.3.4.2 Lawful Basis and Consent

Chevron processes personal data on the basis of consent, contractual necessity, legal obligation, or legitimate interest, as appropriate under Article 6 of the GDPR.

By using Chevron College's website or services, users acknowledge that their personal data may be processed in accordance with this policy. Where processing is based on consent, users may withdraw consent at any time.

Chevron may update this Privacy Policy from time to time. Any changes will be published on the website to ensure users remain informed about how their data is processed.

9.3.4.3 Use of Cookies

Chevron College's website may use cookies to improve functionality and user experience. Cookies are small data files sent by a web server and stored on a user's device. They do not damage systems.

Users can manage cookie preferences through their browser settings. Disabling cookies may limit certain website features or functionality.

9.3.4.4 Purpose of Data Collection

When users access the website, the web server may automatically record technical information such as domain name and IP address. This information is used to:

- Analyse website traffic
- Improve website functionality and user experience

Chevron may also collect personal data voluntarily provided by users, such as name, email address, telephone number, and postal address, for purposes including:

- Responding to enquiries
- Providing information about education, training, or recruitment services
- Course administration and certification processes
- Recording programme statistics

Where a legitimate interest exists, personal data may be used to provide additional information about Chevron services in accordance with Article 6 of the GDPR.

9.3.4.5 Disclosure of Personal Data

Chevron College may share personal data with third parties where necessary to support service delivery, including:

- Service providers supporting finance or payment processing
- Certification and accreditation bodies
- Partner institutions, including universities based in the United Kingdom, where relevant

Chevron does not sell, rent, or trade personal data. Reasonable precautions are taken to protect data disclosed within Chevron systems. Chevron is not responsible for the data protection practices of third parties once data has been lawfully shared.

9.3.4.6 Data Accuracy and Retention

Chevron College endeavours to ensure that personal data is accurate, complete, and up to date. Data subjects may request updates to their personal data by contacting dataprotection@chevrongroup.ie. Chevron staff may also contact individuals to verify data accuracy.

Personal data is retained only for as long as necessary for the purposes for which it was collected. Customer and marketing data may be retained for up to five years to support current or future services. Debit and credit card details are deleted once transactions or payment plans are completed.

Retention periods are governed by Chevron College's Information and Data Management Policy (POL_09_IDM).

9.3.4.7 Data Subject Rights

Under data protection legislation, individuals have the right to:

- Access their personal data
- Request rectification of inaccurate data
- Request erasure of data where there is no legitimate basis for retention

Requests must be submitted in writing to dataprotection@chevrongroup.ie. Requests are normally processed within one month. No fee applies unless a request is manifestly unfounded or excessive.

9.3.4.8 Complaints

Chevron College aims to comply fully with data protection legislation in the marketing and delivery of its services. If an individual has a concern or complaint regarding data protection, they should contact the Data Protection Manager in the first instance at dataprotection@chevrongroup.ie.

Chevron will respond without undue delay and in any event within one month.

9.3.5 Roles and Responsibilities

The Registrar has overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

The Data Protection Officer (Operations Manager) is responsible for monitoring compliance with data protection legislation, acting as the primary point of contact for data protection queries, responding to data subject rights requests, and managing and advising on data protection complaints and breaches.

Senior Management and Policy Owners are responsible for ensuring that appropriate data protection measures are implemented within their areas of responsibility and that staff are aware of and comply with this policy.

Staff, contractors, and third parties who process personal data on behalf of Chevron College are responsible for handling personal data in accordance with this policy and with the Information and Data Management Policy (POL_09_IDM).

Website users and other data subjects are responsible for providing accurate personal data and for notifying Chevron College of any changes to their information where relevant.

9.4 General Data Protection Regulation (GDPR)

Chevron College is firmly committed to compliance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018, ensuring that personal data is handled with care, security, and transparency. The Information and Data Management Policy (POL_09_IDM) that governs the collection, processing, storage, and disposal of personal data for learners, staff, and stakeholders. Key GDPR principles are embedded in the above policy, such as ensuring data is collected only for legitimate purposes, is limited to what is necessary, and is retained only for as long as required. Staff and learners are informed of their rights, including access, rectification, erasure, and objection to data processing. Chevron's data retention practices, as outlined in its Data Retention Chart, ensure that records are managed in compliance with legal and regulatory requirements, protecting data subjects' rights while upholding operational efficiency.

Chevron College has established robust workflows to prevent data protection breaches and ensure GDPR compliance. Prevention begins with staff training, as all employees receive data protection training during their induction and as part of ongoing professional development. This training covers key GDPR principles, Chevron's data management policies, and the protocols to follow when processing data. Chevron utilises secure IT systems, including a CRM, LMS, and SIS, all of which are safeguarded by encryption, secure backups, access control, and disaster recovery mechanisms. Privacy-by-design principles are integrated into the development of systems and processes, ensuring that data protection is considered at every stage of system design and implementation. The Data Protection Officer (DPO) is responsible for monitoring compliance, conducting regular audits, and identifying any potential risks to ensure that preventative measures are implemented proactively.

The college also has a clearly defined workflow for responding to GDPR-related requests, such as Subject Access Requests (SARs) which allow individuals to access the personal

data Chevron holds about them. SARs are managed by the Data Protection Officer, who oversees the collation and verification of requested data to ensure accuracy and completeness before responding within the statutory timeframe of one month. Learners and staff are made aware of their rights under GDPR via privacy notices published on Chevron's website and in the Programme Handbook. In addition to SARs, learners and staff can request rectification or erasure of their data or restrict its processing where applicable. These workflows are designed to uphold transparency and ensure that individuals can exercise their rights efficiently and effectively.

In the event of a data breach, Chevron College has a formalised data breach response workflow in place. If a potential breach is identified, it is reported immediately to the DPO, who conducts an initial risk assessment to determine the severity of the breach and whether it poses risks to individuals' rights and freedoms. If deemed necessary, the breach is reported to the Data Protection Commission (DPC) within 72 hours and, if applicable, affected individuals are promptly notified. The response workflow includes steps to mitigate the breach's impact, such as securing affected systems, restoring data from backups, and implementing measures to prevent similar incidents in the future. A detailed record of the breach and the actions taken is maintained in a data breach log, which is reviewed regularly to inform ongoing risk management and compliance efforts.

To further enhance compliance and maintain operational integrity, Chevron College incorporates GDPR compliance into its ongoing risk management and quality assurance processes. Regular internal audits are conducted to ensure adherence to data protection policies and to identify areas for improvement. Feedback loops, including input from the DPO, management teams, and external consultants, are used to refine workflows and systems. Additionally, Chevron actively engages with learners and staff to raise awareness of data protection issues and encourage a culture of vigilance and accountability. By combining preventative measures, efficient workflows, and a strong response framework, Chevron College demonstrates its commitment to GDPR compliance and the protection of personal data in all aspects of its operations.

9.5 Service Providers and Data Management

Chevron maintains a range of information management systems to support its operations, assist in decision-making across the organisation, plus support effective communication and sharing of information with learners and other stakeholders.

Our IT partners play a critical role in supporting Chevron College's cybersecurity posture. They are responsible for implementing, monitoring, and continuously improving technical and organisational measures to safeguard Chevron's systems and data from cyber threats.

Their responsibilities include ensuring robust firewall configurations, intrusion detection and prevention systems, and up-to-date anti-virus and anti-malware solutions are in place. They oversee secure configuration of servers, devices, and software, manage access controls, and ensure that encryption is applied to protect data in transit and at rest. Inneall and The IT Department also provide ongoing cybersecurity monitoring, conduct vulnerability scanning, support penetration testing activities as required, and advise on risk mitigation strategies. In addition, they assist in staff awareness initiatives by supplying input for cybersecurity training and advising on secure practices in the use of college systems and platforms. Their work ensures that Chevron College remains compliant with GDPR, the Data Protection Act 2018, and good practice standards in cybersecurity for the higher education sector.

The main data management platforms used by Chevron are cloud-based and include:

- **CRM:** A platform utilised in its training service provider configuration to better track and manage learner queries, applications, and payments.
- **Microsoft Office 365:** Primarily email, word processing and spreadsheets to support both day-to-day office work and mobile working.
- **LMS/Moodle:** A Learning Management System used to distribute course content to learners, monitor learner engagement and progress, plus facilitate learner-tutor interaction and skills training through gamification.
- **SIS:** A Student Information System is used to manage the learner journey at multiple touchpoints throughout their time at Chevron.
- **OneDrive:** A cloud-based file storage solution used to store additional files.

These systems collect and process data, making it available to staff who have the authority to access it. Learners studying blended and online programmes have access to the LMS during their studies with Chevron.

The LMS employs a robust suite of suite of security policies and procedures, with secure encryption and the platform promises a 99.99%+ uptime for its customers. Chevron uses a Managed Services provider to support its IT operations, including:

- Consultancy on IT trends and advice to meet the organisation’s changing IT requirements.
- Technical support to individual users, plus resolving any IT issues to maintain services to customers and other stakeholders.
- Remote monitoring to maintain systems integrity.
- Back-up and disaster recovery.
- Local server maintenance and advice on technical upgrades.
- Management of anti-virus software and firewalls.

- Compliance with software renewals and licensing.

Reporting to the Director of Academic Affairs, the Dean of Education has oversight of the management of the LMS for both programme administration and for the delivery of blended learning. Consideration of risks relating to platform, hardware or software failures are considered as part of ongoing risk management by the Audit and Management Committee and the Risk Register prepared by the committee is reviewed monthly by the Management Board. Risk is offset by:

- The use of a virtual environment which contributes to the speedy restoration of services.
- Maintenance contracts in place with key suppliers to ensure that engineers are available at the earliest opportunity, including out of hours.
- High level of competence by external consultants.
- Good system security, with extensive monitoring and alarms so that problems can be addressed at the earliest opportunity.
- Data backup strategies which include the use of offsite storage.

As part of their induction processes, all Chevron staff involved in the delivery of programmes are advised of procedures to undertake in the event of a TEL tool failure. They can contact their Programme Leader, Visual Communications and Technology Specialist, the Dean of Education, or the Operations Manager for further assistance and will be provided with emergency out-of-office contact details for technology support.

In the event of platform, hardware, and/or software failures, the Visual Communications and Technology Specialist assisted by the Operations Manager and in consultation with the College's IT Services Provider will have responsibility for implementing contingency arrangements, reporting to the Director of Academic Affairs. In the unlikely event of a platform failure, delivery will pause until the problem is resolved or an alternative solution is put in place.

Transitional arrangements for any upgrades or migration to new technology platforms are considered across the organisation to ensure continuity of service delivery. The Director of Academic Affairs would supervise such transitions, reporting to the Management Board.

9.6 Transmission of QQI Certification Data

Chevron also maintains access to QQI's QBS system through a password-protected link via www.qqi.ie. This is used by programme administrators to upload learner data in support of learner certification and access other QQI systems, e.g., validation services and Q-help.

The Programme Administrator inputs certification data to QBS which is verified by the Operations Manager, following a verification form which is then signed off by both parties, including a note of any issues arising during the process for review by the Director of Academic Affairs.

Chevron gathers and maintains a variety of personal data to assist in fulfilling its contracts and the delivery of services to learners and other interested parties. This data is controlled internally to ensure its safety and integrity. Data includes:

- Learner name
- Learner address
- PPS number
- Telephone number(s)
- Email address
- Date of birth
- Course/programme of study
- Module and certification results
- Employer (if relevant)

Data is initially collected by the consultant team and logged on the CRM from the point of initial course enquiries. It is then used by administrators and tutors throughout the learner lifecycle (registration, enrolment, study, assessment, certification plus progression) to support the delivery of the programme to learners. At the point of enrolment, all learners receive access to their programme-specific handbook which outlines to Chevron's data management policies.

The QA Manual is always available to download at https://chevrontraining.ie/dowload-qa-manual/.

All delivery, development, and administrative staff involved in the provision of programmes at Chevron will be notified of the requirements of data protection law during induction and at follow-up workshops. This included protocols for communication and facilitation of online discussions and other issues regarding teaching with technology associated with data protection.

Chevron maintains and shares data in accordance with Data Protection Act 2018/ General Data Protection Regulation (EU) 2016/679 with a Data Protection Officer having oversight of this area reporting to the Managing Director.

9.7 Management Information Systems Policy (POL_09_MIS)

9.7.1 POL_09_MIS: Policy Table

POLICY DETAILS			
Policy Name:	Management Information Systems Policy		
Policy No:	POL_09_MIS	**Version No:**	V1.1
Prepared by:	Registrar, Director of Academic Affairs, Dean of Education, Director of Sales, Artificial Intelligence and Automation Manager, Dean of Research and Ethics, Operations Manager		
Policy Owners:	Registrar, Director of Academic Affairs, Dean of Education, Director of Sales, Artificial Intelligence and Automation Manager, Operations Manager, Dean of Research and Ethics, Academic Council, Learner Support Advisors, Educational Consultants, Administrators, Tutors		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	N/A	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 1.1 uses the updated Policy No. naming convention. Changed from POL_37_MIS to POL_09_MIS.		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• Data Retention Chart • Data Protection Commission website • Data Protection Act 2018 • College Charter		

Related Policies (if any):	• All policies

9.7.2 POL_09_MIS: Purpose

The purpose of this policy is to define Chevron College's approach to the management, maintenance, and updating of its three core information systems: the bespoke Customer Relationship Management (CRM) system, the bespoke Student Information System (SIS), and the Learning Management System (LMS, i.e., Moodle). This policy ensures these systems are managed securely, effectively, and ethically to support the operational, academic, and support functions of the College while complying with data protection regulations and cybersecurity requirements.

9.7.3 POL_09_MIS: Scope

This policy applies to all staff, contractors, IT service providers, and third parties involved in the use, management, development, or maintenance of the CRM, SIS, and LMS. It covers:

The management of staging, user acceptance testing (UAT), and live environments.

- The application of updates and upgrades.
- The generation and use of reports to support staff, learners, and other stakeholders.
- The application of cybersecurity measures in line with GDPR and the Data Protection Act 2018.

9.7.4 POL_09_MIS: Policy Statement

Chevron College recognises the critical role of its core systems in ensuring effective academic delivery, learner support, and administrative operations. These systems are maintained to the highest standards to ensure reliability, accuracy, security, and compliance with legal and regulatory requirements.

9.7.4.1 System Summaries:

- **CRM (Customer Relationship Management):** The CRM supports marketing, admissions, communications, and ongoing engagement with prospective and current learners. It enables the tracking of enquiries, applications, and interactions with stakeholders.
- **SIS (Student Information System):** The SIS manages all learner records, including enrolment, progression, attendance, and assessment records. It facilitates data management across the learner lifecycle and provides essential reporting for internal and external purposes.

- **LMS (Moodle):** The LMS, sometimes referred to as the Virtual Learning Environment (VLE), provides an online environment for delivering learning content, assessments, and interactive learning activities. It enables monitoring of learner engagement and supports communication between learners and tutors.

9.7.4.2 Management of Versions:

All core systems are maintained across distinct staging, UAT, and live environments to ensure that updates, upgrades, and configuration changes are tested thoroughly before deployment.

- Staging environments are used for development and preliminary testing.
- UAT environments are used for validation by designated staff and external testers to ensure systems meet operational requirements.
- Live environments are the production systems used by staff, learners, and stakeholders.
- All updates, patches, and upgrades are documented, tested, and approved prior to deployment to the live systems. Change control procedures are followed to ensure minimal disruption and traceability.

9.7.4.3 Reporting:

Reports generated from the CRM, SIS, and LMS enable Chevron College to analyse data and monitor learner engagement, progression, attendance, satisfaction, and performance. These reports are used to:

- Identify learners who may require additional academic or pastoral support.
- Inform decision-making by management and academic teams.
- Meet the College's obligations to regulatory and awarding bodies.
- Support continuous improvement in programme delivery and learner services.

9.7.4.4 Cybersecurity and Data Protection:

All systems are maintained with appropriate technical and organisational measures to protect data in line with GDPR and the Data Protection Act 2018. This includes:

- Role-based access controls.
- Encryption of data in transit and at rest where applicable.
- Regular application of security patches and updates.
- Ongoing monitoring for vulnerabilities and incidents.
- Secure backup and disaster recovery arrangements.

Chevron College works closely with its IT partners (Inneall and The IT Department) to ensure that cybersecurity risks are managed proactively, updates are applied in a timely manner, and systems are protected from unauthorised access, loss, or damage.

9.7.5 POL_09_MIS: Roles and Responsibilities

The Registrar has overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

The Director of Academic Affairs, Dean of Education, Operations Manager, and Artificial Intelligence and Automation Manager are responsible for overseeing the application of this policy within their areas of remit.

The Operations Manager, as Data Protection Officer (DPO), monitors compliance with data protection and cybersecurity requirements.

The Visual Communications and Technology Specialist supports the practical management of the LMS and assists with system access and operational issues.

Inneall and The IT Department are responsible for maintaining the security, integrity, and functionality of the CRM, SIS, and LMS environments, applying updates, and supporting the College's change control and reporting processes.

All staff are responsible for ensuring that reports from these systems are used appropriately, in line with data protection requirements and the College's policies.

9.8 Management Information Systems (MIS) and Decision Making

As indicated above, all learner information is stored securely within Chevron's, Student Information System (SIS), Learning Management System (LMS), and Customer Relationship Management (CRM) systems. Together these platforms provide a range of quantitative and qualitative data, including pre-configured reports, to help inform academic and management decision-making.

These outputs and reports are formally considered at Programme Self-evaluations, benchmarking exercises, tutor KPI reviews, Academic Council meetings, plus Management Review Meetings. This data includes but is not limited to the following information:

- Completion rates
- Award levels
- Grade analysis
- Engagement rates

- Mid-course evaluations
- Post-course feedback
- Tutor/learner ratios
- Assignment submission rate
- Drop-out rates
- Learner progression paths
- Learner career paths
- Satisfaction ratings
- Learner enrolments
- Learner numbers per programme

9.8.1 Measuring Learner Progress

Learner retention, progression and achievement are measured from the commencement of studies on their first module. This reference point is used as every learner must complete the Learner Verification Process before commencing their programme as this creates the 'learning contract', verifies prior awards for entry purposes, confirms IT skills, etc.

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

The CRM platform, the SIS, and the LMS provide accurate learner records managed by each Programme Administrator, who maintains an up-to-date list of enrolled learners, with learner engagement and other data available for programme monitoring and evaluation on request.

In circumstances where the learner may be prevented from continuing their studies for a period of time, learner record arrangements support the flexibility needed to enable them to stop and rejoin their programme of study, in line with extenuation arrangements approved by the College.

9.8.2 MIS and Future Planning

Both academic and business management are aware that learner-related data can provide a rich source of information for future planning, subject to Data Protection considerations. Both the Management Board and Academic Council formally review statistical data to monitor trends and assist with future planning.

The approaches used to analyse MIS to support future planning are outlined in Figure 33: MIS and Future Planning Process on the next page.

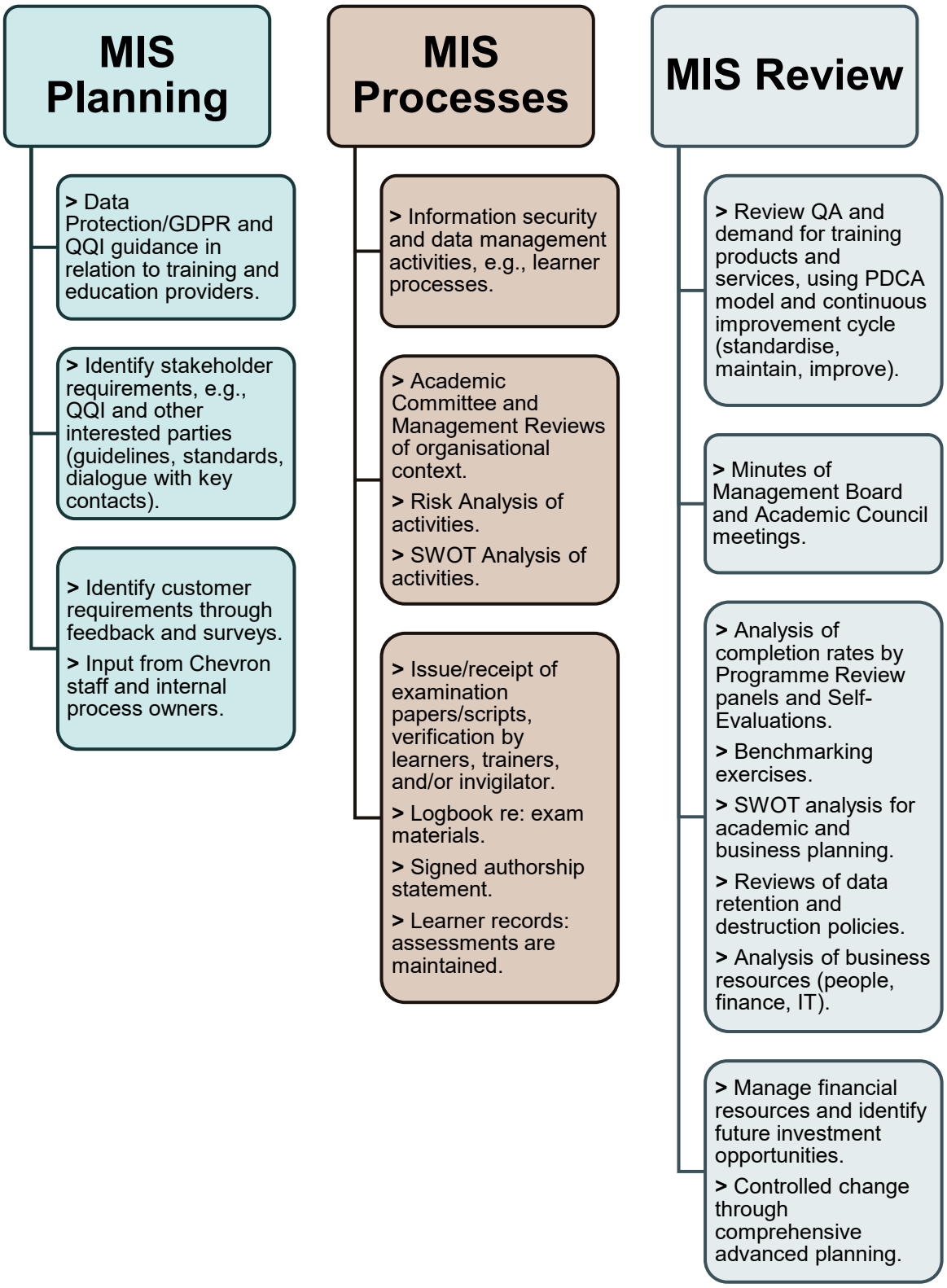

Figure 34: MIS and Future Planning Process

9.9 Records Maintenance, Retention and Disposal

Learner records are maintained in line with effective IT/data management practice and Chevron's Data Protection and Office Security Policy. to deliver its services to learners, Chevron maintains comprehensive learner records from initial engagement to certification (i.e., learners' results, feedback and prior completion of previous modules, etc.). The types of information held includes:

- Booking form and Reasonable Accommodations form (if applicable)
- Attendance sheets
- Learner portfolios and exams
- Evaluation sheets
- Certification records and records of learners' results
- Logbook – Receipt of learner work and storage details
- Feedback forms

Learners' assessment work is logged on receipt, assigned to the relevant tutor, marked and then stored onsite. Storage of hard copy assessment materials is in a locked storeroom, and these materials are destroyed once certification is achieved (and any appeal window has expired). Chevron has arranged for shredding by a reputable firm, with certificates of destruction being provided to the Director of Academic Affairs.

Digital information on learners is retained for 5 years to support the delivery of current or any future training or education services, in accordance with the privacy policy. Individuals having the right to have their information removed on written request prior to the expiry of this period.

9.10 Online Content

Chevron recognises that the digital content used in the context of online delivery requires additional management oversight. The Director of Academic Affairs reports to the Academic Council on the:

- Life expectancy of each technology component (in order to ensure that it remains appropriate for online or blended learning provision).
- Expected duration of programmes. and
- Scalability of content in terms of numbers of learners and application through other modules.

The overall aim is that all learning content and media should support the programme objectives and complement the learning outcomes.

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

9.11 IT Usage Policy (POL_09_ITU)

9.11.1 POL_09_ITU: Policy Table

POLICY DETAILS			
Policy Name:	IT Usage Policy		
Policy No:	POL_09_ITU	**Version No:**	V1.1
Prepared by:	Registrar, Director of Academic Affairs, Dean of Education, Director of Sales, Artificial Intelligence and Automation Manager, Dean of Research and Ethics, Visual Communications and Technology Specialist		
Policy Owners:	Registrar, Visual Communications and Technology Specialist, Director of Academic Affairs, Dean of Education, Director of Sales, Artificial Intelligence and Automation Manager, Dean of Research and Ethics, Academic Council, Learner Support Advisors, Educational Consultants, Administrators, Tutors		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V1.0	**Approved By: / Date:**	Academic Council / DEC 2025

Revision Description:	Version 1.1 uses the updated Policy No. naming convention. Changed from POL_33_ITU to POL_09_ITU.
RELATED ITEMS	
Related Internal Documents and/or External Information (if any):	• College Charter • Induction Content
Related Policies (if any):	• Staff Induction, Training and Development Policy (POL_05_SITC) • Learner Induction Policy (POL_08_LI) • Information and Data Management Policy (POL_09_IDM) • Privacy Policy (POL_09_PRV) • Public Information and Communication Policy (POL_10_PIC)

9.11.2 POL_09_ITU: Purpose

The purpose of this policy is to establish guidelines for the appropriate use of Chevron College's IT resources, ensuring that all users adhere to proper standards of conduct and data protection, and that the College's IT infrastructure is used securely and responsibly.

9.11.3 POL_09_ITU: Scope

This policy applies to all users of Chevron College's IT resources, including learners, staff, and third-party service providers. It covers the use of college-provided devices, software, internet access, email, the Learning Management System (LMS), Microsoft Teams, the Student Information System (SIS), and all other online platforms managed by the College.

9.11.4 POL_09_ITU: Statement

Chevron College provides IT resources to support teaching, learning, research, and administrative operations. All users are expected to use these resources ethically, lawfully, and in accordance with this policy. Any misuse or breach of this policy may result in disciplinary action and/or restriction of IT access.

9.11.4.1 Acceptable Use

- **Access**: Users are only permitted to access IT systems for which they have been authorised.
- **Data Security**: Users must protect the confidentiality, integrity, and availability of the College's data and IT systems.
- **Software Licensing**: Only authorised software should be installed or used on College IT systems.
- **Personal Use**: Limited personal use of Chevron IT resources is permitted, provided it does not interfere with college operations or violate this policy.

9.11.4.2 Code of Conduct for Online Interactions

Chevron College expects all users to adhere to high standards of behaviour when interacting online. This includes email communication, virtual meetings, online forums, and social media platforms.

- **Respectful Communication**: All online communication should be respectful, professional, and free from harassment, discrimination, or offensive language.
- **Privacy and Confidentiality**: Users must not share private or confidential information without proper authorisation.
- **Cyberbullying and Harassment**: Any form of cyberbullying or harassment is strictly prohibited and will be subject to disciplinary action.
- **Appropriate Content**: Users must not post or share content that is defamatory, obscene, or otherwise inappropriate.
- **Collaboration Etiquette**: During online meetings or group work (e.g., on Microsoft Teams or LMS forums), users should engage respectfully, allowing others to participate and avoiding disruptive behaviour.

9.11.5 POL_09_ITU: Roles and Responsibilities

The Registrar and the Visual Communications and Technology Specialist has overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

Internal and external IT support services responsible for managing the IT infrastructure, ensuring security protocols are in place, and providing IT support to staff and learners.

Learners and staff are expected to comply with this policy, use IT resources responsibly, and report any suspicious activity or security breaches.

Programme Leaders are responsible for ensuring that staff and learners within their departments are aware of and comply with this policy.

Additional third-party service providers must adhere to this policy when using Chevron Chevron's IT resources or when accessing data through college systems.

9.12 Data Protection and Security

All users of Chevron College's IT resources are responsible for safeguarding personal data in compliance with the College's Data Protection Policy and GDPR. Users must:

- Ensure that passwords are secure and not shared.
- Report any suspected data breaches immediately to the IT Department.
- Avoid downloading, uploading, or sharing unapproved files or software that could compromise data security.
- Log out from college systems after use to prevent unauthorised access.

9.13 Misuse and Disciplinary Action

Any misuse of the College's IT resources or violation of this policy may result in:

- Suspension or termination of access to IT systems.
- Disciplinary action in accordance with Chevron College's policies for learners and staff.
- Legal action where there has been a breach of the law.

9.14 Information for Online Learners

All learners have access to Pre-Course Information via Chevron's website at: https://chevrontraining.ie/pre-course-information/ which includes competency requirements for online and blended courses, including:

- Able to use a web browser (Internet Explorer or similar).
- Proficient in Microsoft Outlook or similar email app.
- Able to complete and submit assignments in a Word document format.
- Able to use Zoom or similar apps.
- Able to carry out web-based research.

The Educational Consultants verify this information with prospective learners as part of the sales process.

Chevron also provides guidance in relation to Online Study Skills as part of the Pre-Course Information on Chevron's website. This highlights five specific skills required to succeed in the context of online learning, as follows:

- **Computer Skills:** Basic computer skills (e.g., word processing, email and internet searches). Learners are advised that some of the course content can be viewed on a tablet or mobile, but they will need to access a suitable laptop or desktop PC to write up coursework for assessments.
- **English Language Skills:** If potential learners have not completed either primary or secondary education through English then they are required to take an English test of their English comprehension and writing skills.
- **Communication Skills:** Learners will be required to accept support and study guidance from a course lecturer/tutor (by email, phone, Teams call) plus participate in webinars and an online discussion forum, showing proper respect and courtesy to both lecturers/tutors and other learners on the course.
- **Effective Course Engagement and Time Management:** Although online and blended learning formats offer great flexibility, Chevron still requires learners to plan their study times, engage with course content on the LMS, making a note of module and programme learning outcomes and plan ahead to achieve these goals.
- **Self-Discipline and Motivation:** Learners need to be self-motivated as their progress will be down to their own efforts, their personal support network, plus self-management skills (e.g., planning a study time and place).

9.15 Artificial Intelligence (AI) Framework Policy (POL_09_AIF)

9.15.1 POL_09_AIF: Table

POLICY DETAILS			
Policy Name:	Artificial Intelligence (AI) Framework Policy		
Policy No:	POL_09_AIF	**Version No:**	V1.0
Prepared by:	Artificial Intelligence and Automation Manager, Registrar, Director of Academic Affairs, Dean of Education, Director of Sales, Dean of Research and Ethics, Visual Communications and Technology Specialist		
Policy Owners:	Artificial Intelligence and Automation Manager, Registrar, Visual Communications and Technology Specialist, Director of Academic Affairs, Dean of Education, Director of Sales, Dean of Research and Ethics, Academic Council, Learner Support Advisors, Educational Consultants, Administrators, Tutors		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	N/A	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	N/A		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• College Charter • Induction Content • AI Governance Committee • AI System Risk Assessment Template • AI System Incident Response Protocol • AI System Monitoring Checklist • Sydney University's Program Level Assessment Design and the Two-Lane Approach		

	• EU AI Act
Related Policies (if any):	• Staff Induction, Training and Development Policy (POL_05_SITC) • Teaching and Learning Policy (POL_05_TL) • Fully Online Teaching and Learning Policy (POL_05_FOTL) • Assessment of Learners Policy (POL_06_AOL) • Academic Integrity Policy (POL_06_AIN) • Research, Ethics, and Development Policy (POL_07_RED) • Learner Induction Policy (POL_08_LI) • Information and Data Management Policy (POL_09_IDM) • IT Usage Policy (POL_09_ITU) • Artificial Intelligence (AI) Usage Policy (POL_09_AIU) • High-Risk AI Systems Policy (POL_09_HRAI) • Public Information and Communication Policy (POL_10_PIC)

9.15.2 POL_09_AIF: Purpose

The purpose of this policy is to establish a framework for the ethical, compliant, and effective use of Artificial Intelligence (AI) technologies in activities under the purview of Chevron College. This framework supports Chevron College's mission to enhance learning outcomes, streamline administrative processes, and maintain academic integrity while ensuring compliance with the EU AI Act, including the areas of GDPR, and other applicable regulations that applies to the same.

9.15.3 POL_09_AIF: Scope

This policy applies to all staff, learners, contractors, third-party vendors, and any individuals engaging in work, study, research, or any other activity while employed by, studying at, and/or otherwise affiliated with Chevron College. It encompasses teaching, learning, assessment, administrative processes, and learner support systems.

9.15.4 POL_09_AIF: Statement

Chevron College is committed to the responsible, ethical, and transparent use of Artificial Intelligence (AI) across all aspects of teaching, learning, assessment, research, administration, and learner support. This policy establishes a structured framework to guide

the deployment and governance of AI technologies, ensuring compliance with relevant regulations such as the EU AI Act and GDPR. AI tools should enhance human decision-making, improve efficiency, and support academic and operational excellence while upholding core values of fairness, transparency, accountability, and data protection. The principles outlined in this section provide clear guidelines on the ethical use of AI, data privacy, academic integrity, compliance requirements, and governance structures to safeguard the responsible integration of AI within Chevron College's activities.

9.15.4.1 Ethical Use

- AI systems must operate transparently and fairly, ensuring decisions are explainable and minimising bias to the greatest extent possible through rigorous testing, human oversight, and continuous improvement.
- AI is to be used primarily to augment human capabilities, not to replace critical human judgement. All AI systems deployed by the college will include features such as human oversight, manual override options, and mechanisms to bypass AI when necessary. For high-risk systems such as automated grading, Chevron College is committed to implementing a robust framework to ensure safe and compliant AI deployment. This framework includes measures such as rigorous testing, pilot studies prior to deployment, continuous evaluation, and adherence to ethical standards. A dedicated section outlining this framework is included in this document.

9.15.4.2 Data Privacy and Protection

- All AI systems must comply with GDPR and Chevron College's Data Protection Policy.
- Personally identifiable information (PII) must be anonymised before being processed by AI systems.

9.15.4.3 Academic Integrity

- **Learners**: AI tools are recommended as valuable learning aids to enhance understanding and critical thinking. Their use must align with ethical standards, ensuring transparency and proper citation of AI-generated content. Misuse of AI tools, such as plagiarism or dishonesty, is strictly prohibited as it undermines academic integrity. Learners are required to disclose the use of AI tools in their work and appropriately cite any AI-generated content.
- **Staff**: Academic integrity also extends to the college and staff's use of AI, requiring ethical implementation and adherence to standards in teaching, assessment, and administrative processes. Staff must ensure learners are aware of their responsibility

to disclose the use of AI tools in their work and appropriately cite any AI-generated content.

9.15.4.4 Compliance

- All AI systems deployed by the college must comply with the EU Artificial Intelligence Act.
- AI systems classified as 'high-risk' under the EU AI Act will undergo rigorous assessment and documentation to meet compliance requirements.
- Regular audits and risk assessments will ensure ongoing compliance with regulatory and ethical standards

9.15.5 POL_09_AIF: Roles and Responsibilities

The Registrar and the Artificial Intelligence and Automation Manager have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

The AI Governance Committee is responsible for approving and monitoring AI deployments, ensuring compliance with ethical, regulatory, and institutional policies, reviewing feedback and performance metrics for continuous improvement, and providing recommendations for system updates and incident resolution.

Internal and external IT support services responsible for managing the IT infrastructure, ensuring security protocols are in place, and providing IT support to staff and learners.

Learners and staff are expected to comply with this policy, use AI tools, technology, and resources responsibly, ethically, and report any suspicious activity or security breaches.

Programme Leaders are responsible for ensuring that staff and learners within their departments are aware of and comply with this policy.

Additional third-party service providers must adhere to this policy when using AI tools, technology, and resources or when accessing data through college systems.

9.16 AI Governance Committee

The AI Governance Committee at Chevron College provides oversight for the ethical, compliant, and strategic deployment of Artificial Intelligence (AI) technologies across teaching, learning, assessment, research, administration, and learner support. The Committee ensures AI systems align with institutional objectives while adhering to the EU AI Act, GDPR, and ISO standards. Key responsibilities include approving and monitoring AI deployments, ensuring regulatory compliance, managing AI-related risks, reviewing feedback and performance metrics, and addressing ethical concerns. The Committee meets

semi-annually, with additional meetings as required, and maintains clear governance structures, decision-making protocols, and reporting mechanisms to uphold transparency and accountability in AI use.

See section 2.2.13 for addition information on the AI Governance Committee.

9.17 Artificial Intelligence (AI) Usage Policy (POL_09_AIU)

9.17.1 POL_09_AIU: Table

POLICY DETAILS			
Policy Name:	Artificial Intelligence (AI) Usage Policy		
Policy No:	POL_09_AIU	**Version No:**	V1.0
Prepared by:	Artificial Intelligence and Automation Manager, Registrar, Director of Academic Affairs, Dean of Education, Director of Sales, Dean of Research and Ethics, Visual Communications and Technology Specialist		
Policy Owners:	Artificial Intelligence and Automation Manager, Registrar, Visual Communications and Technology Specialist, Director of Academic Affairs, Dean of Education, Director of Sales, Dean of Research and Ethics, Academic Council, Learner Support Advisors, Educational Consultants, Administrators, Tutors		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	N/A	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	N/A		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• College Charter • Induction Content • AI Governance Committee • Risk Register		

	• AI System Risk Assessment Template • AI System Incident Response Protocol • AI System Monitoring Checklist • Sydney University's Program Level Assessment Design and the Two-Lane Approach • EU AI Act
Related Policies (if any):	• Risk Management Policy (POL_02_RM) • Staff Induction, Training and Development Policy (POL_05_SITC) • Teaching and Learning Policy (POL_05_TL) • Fully Online Teaching and Learning Policy (POL_05_FOTL) • Assessment of Learners Policy (POL_06_AOL) • Academic Integrity Policy (POL_06_AIN) • Research, Ethics, and Development Policy (POL_07_RED) • Learner Induction Policy (POL_08_LI) • Information and Data Management Policy (POL_09_IDM) • IT Usage Policy (POL_09_ITU) • Artificial Intelligence (AI) Framework Policy (POL_09_AIF) • High-Risk AI Systems Policy (POL_09_HRAI) • Public Information and Communication Policy (POL_10_PIC)

9.17.2 POL_09_AIU: Purpose

This purpose of this policy is to provide detailed guidelines and steps for the compliant, ethical, and effective use of Artificial Intelligence (AI) technologies within Chevron College. It ensures all staff, management, other stakeholders and learners understand their responsibilities, the processes for implementation and oversight, and the resources available to address concerns or issues related to AI usage.

9.17.3 POL_09_AIU: Scope

This policy applies to all staff, learners, contractors, third-party vendors, and any individuals engaging in work, study, research, or any other activity while employed by, studying at, and/or otherwise affiliated with Chevron College. It encompasses teaching, learning,

assessment, administrative processes, and learner support systems including, but not limited to:

- Automated decision-making in assessments or grading.
- AI tools that influence admissions, learner progression, or certifications.
- AI systems that process sensitive personal data.
- AI-driven systems that present ethical, privacy, or safety risks.

9.17.4 POL_09_AIU: Statement

Chevron College acknowledges the transformative potential of Artificial Intelligence (AI) in enhancing education, supporting research, and optimising administrative functions. However, the use of AI must be ethical, transparent, and aligned with institutional values, regulatory obligations, and academic integrity principles. AI should be a tool for enhancing human decision-making, not a replacement for critical judgement, creativity, or fairness in education and assessment.

This policy, in conjunction with the College Charter, the IT Usage Policy (POL_09_ITU), the Assessment of Learners Policy (POL_17_AOL), and the Academic Integrity Policy (POL_06_AIN), establishes a structured framework to govern the responsible use of AI. Chevron College is committed to ensuring AI systems support academic excellence, uphold fairness, and comply with legal and ethical standards, including the EU AI Act, GDPR, and internal governance policies.

To maintain trust and accountability, the College ensures that AI usage prioritises data protection, equity, and human oversight. The institution promotes AI literacy through training and guidance, ensuring that learners and staff are equipped to engage with AI in a responsible and informed manner. AI-related decisions must remain explainable, unbiased, and subject to appropriate scrutiny, reinforcing Chevron College’s commitment to innovation while maintaining academic and ethical integrity.

9.17.5 POL_09_AIU: Roles and Responsibilities

The Registrar and the Artificial Intelligence and Automation Manager have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

The AI Governance Committee is responsible for overseeing and promoting ethical AI usage across all levels of the college.

The Artificial Intelligence and Automation Manager is responsible for managing the AI infrastructure, ensuring security protocols are appropriate, and providing AI support to staff and learners.

Learners and staff are expected to comply with this policy, use AI tools, technology, and resources responsibly, ethically, and report any suspected issues or security breaches.

Additional third-party service providers must adhere to this policy when using AI tools, technology, and resources or when accessing data through college systems.

9.18 Non-Compliance with AI Usage Policy

Chevron College is committed to supporting learners and staff in using AI ethically and effectively. Where learners fail to comply with AI usage guidelines, particularly in assessments, the College prioritises education and guidance before taking disciplinary measures. Learners are encouraged to engage with AI responsibly, disclosing its use and ensuring that AI-generated content is properly cited in line with the Academic Integrity Policy (POL_06_AIN). Unintentional breaches, such as poor academic practice, will be addressed through marking feedback and additional academic writing support. However, repeated or intentional misuse, such as plagiarism, self-plagiarism, or contract cheating, may result in penalties under Chevron College's Academic Misconduct framework, ranging from mark reductions and mandatory resubmissions to more serious disciplinary action, including referral to the Academic Misconduct Panel. The College remains committed to helping learners develop AI literacy, ensuring that AI enhances learning rather than undermines academic standards.

For staff, including academic, administrative, support, and commercial personnel, compliance with AI policies ensures that AI-generated content is accurate, ethical, and aligned with institutional standards. Academic staff are expected to maintain human oversight in AI-assisted grading, assessment design, and feedback processes, ensuring that AI does not replace professional judgement or compromise programme-level assessment standards as outlined in best practices such as those by the University of Sydney. Administrative, support, and commercial staff must ensure that any AI-generated communications, such as emails, website content, social media posts, or marketing materials, are reviewed for accuracy, tone, and compliance with institutional guidelines before publication. Failure to adhere to these standards can result in misleading or incorrect information being disseminated, damaging the integrity and reputation of the College. Non-compliance may lead to corrective actions, retraining, or further intervention by senior management to uphold the College's commitment to responsible AI integration across all areas of operation.

9.19 AI Compliance and Approval Procedures

9.19.1 AI Compliance and Approval Process

To ensure Artificial Intelligence technologies, tools, and resources align with Chevron College's strategic goals, ethical standards, and regulatory requirements, a structured approval process is in place. This process not only evaluates the functionality and benefits of AI systems but also considers their potential risks, ethical implications, and compliance with GDPR and the European Union AI Act. By implementing a governance-led approach, Chevron ensures that AI tools are rigorously assessed before deployment, reducing risks associated with bias, unfair decision-making, and unauthorised data processing. This proactive review process fosters a culture of accountability, where AI remains a tool for enhancement rather than unchecked automation.

Step 1: Request for AI System Approval

- Any department or staff member intending to introduce an AI system must submit a request to the college's AI and Automation Manager whose role encompasses AI compliance: rossana@chevroncollege.ie.
- This request should include as much information as possible. For instance:
  - Purpose and scope of the AI system.
  - Expected benefits and potential risks.
  - Data processing requirements and compliance with GDPR.
  - Integration plans with existing systems (e.g., Moodle).
- The request will be submitted by the AI Manager to the AI Governance Committee for final approval.

Step 2: Committee Review

- The AI Governance Committee will review the request, focusing on:
  - Ethical considerations (e.g., transparency, fairness, minimising bias).
  - Compliance with GDPR, the EU AI Act, and ISO standards.
  - Alignment with institutional policies and strategic goals.
  - Technical feasibility and resource requirements.

Step 3: Approval and Implementation

- Approved AI systems will proceed to implementation with the following safeguards:
  - Pilot testing with oversight from the Committee.
  - Training for relevant staff and learners.
  - Monitoring mechanisms to evaluate performance and compliance.

9.19.2 Data Privacy and Protection

The use of AI in education and administration necessitates stringent data privacy protocols to protect the rights of learners and staff. AI-driven processes must prioritise anonymisation, controlled data access, and strict compliance with data retention policies to ensure that sensitive information is safeguarded. Chevron College is committed to minimising data collection, enforcing access restrictions, and maintaining robust audit trails for AI-related data handling. By embedding these principles into AI governance, the College reinforces trust and ensures compliance with evolving data protection laws, preventing unauthorised use, data breaches, or ethical misapplications.

Step 1: Anonymisation Protocols

- All AI systems must anonymise personally identifiable information (PII) before processing data.
- Staff must use approved data-handling tools and follow training guidelines.

Step 2: Data Access

- Access to AI-related data will be restricted to authorised personnel only.
- Logs of data access and usage must be maintained for audit purposes.

Step 3: Data Retention and Deletion

- Data processed by AI systems must adhere to Chevron College's data retention policy.
- Requests for data deletion must be directed to the GDPR Compliance Advisor.

9.19.3 Academic Integrity

AI tools must be used as enhancements to the teaching, learning, and assessment strategies at Chevron rather than replacements for human judgement or originality. Learners and staff are expected to engage with AI ethically and transparently and follow clear guidelines on appropriate citation, disclosure, and responsible usage. The college has guidance in place to ensure that AI does not compromise the fairness and credibility of assessments, feedback mechanisms, or research outputs.

Step 1: Learner Use of AI Tools

- Learners must:
    - Disclose the use of AI tools in any submitted work.
    - Cite AI-generated content appropriately.
    - Plagiarism or dishonesty related to AI use will result in disciplinary action.

Step 2: Staff Use of AI Tools

- Staff must:
  - Ensure human oversight of AI-generated outputs (e.g., grading, feedback).
  - Promote ethical use of AI tools in teaching and assessment.

Step 3: Monitoring and Enforcement

- Regular audits will ensure adherence to academic integrity policies.
- Violations must be reported to the AI Compliance Advisor for investigation.

9.19.4 Reporting and Addressing Complaints

Ensuring fairness and accountability in AI governance requires a structured reporting and resolution process for concerns related to AI-driven systems. Chevron College has established clear channels for learners and staff to report issues, including cases of unfair AI-based decisions, technical malfunctions, or ethical violations. All complaints are handled with transparency, impartiality, and due process, with specialist advisors assessing AI-related risks and regulatory breaches. The availability of escalation procedures ensures that unresolved complaints can be addressed at a higher level, reinforcing stakeholder confidence in AI governance.

Step 1: Reporting AI Issues

- **Learners:** Report concerns to your course instructor or the Academic Representative.
- **Staff:** Report issues to the AI Governance Committee through the Chairperson.

Step 2: Complaint Resolution

- Complaints will be reviewed by the AI Governance Committee.
- Investigations will involve the relevant advisors (AI Compliance, GDPR Compliance, or ISO Compliance).
- Outcomes will be communicated to the complainant within 14 working days.

Step 3: Escalation

- If unresolved, complaints can be escalated to the College President or an independent third party (if applicable).

9.19.5 Training and Support

Artificial Intelligence literacy is essential for ensuring responsible usage and maximising the benefits of AI driven technologies. Chevron College provides structured training programmes for staff and learners, ensuring they are equipped to engage with AI ethically, critically, and

effectively. Induction and ad-hoc training covers data privacy, compliance, and ethical considerations while ongoing workshops, such as Digital Tuesdays, provide practical support and skill development. By fostering a culture of continuous learning and adaptation, the College reinforces the concept that AI remains an enabler of innovation while maintaining compliance with institutional and legal frameworks.

Step 1: Mandatory Training

- All staff must complete training on:
  - Ethical AI usage.
  - Data privacy and protection.
  - Compliance requirements (GDPR, EU AI Act).

Step 2: Learner Orientation

- Learner will receive training during orientation on:
  - Appropriate use of AI tools for learning.
  - Academic integrity standards.

Step 3: Ongoing Support

Workshops and resources will be provided to enhance understanding of AI systems.

9.20 High-Risk AI Systems Policy (POL_09_HRAI)

9.20.1 POL_09_HRAI: Table

POLICY DETAILS			
Policy Name:	High-Risk AI Systems Policy		
Policy No:	POL_09_HRAI	**Version No:**	V1.0
Prepared by:	Artificial Intelligence and Automation Manager, Registrar, Director of Academic Affairs, Dean of Education, Director of Sales, Dean of Research and Ethics, Visual Communications and Technology Specialist		
Policy Owners:	Artificial Intelligence and Automation Manager, Registrar, AI Governance Committee, Director of Academic Affairs, Dean of Education, Director of Sales, Dean of Research and Ethics, Academic Council, Learner Support Advisors, Educational Consultants, Administrators, Tutors		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026

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REVISIONS			
Previous Version No:	N/A	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	N/A		
RELATED ITEMS			
Related Internal Documents and/or External Information (if any):	• College Charter • Induction Content • AI Governance Committee • Risk Register • AI System Risk Assessment Template • AI System Incident Response Protocol • AI System Monitoring Checklist • Sydney University's Program Level Assessment Design and the Two-Lane Approach • EU AI Act		
Related Policies (if any):	• Risk Management Policy (POL_02_RM) • Staff Induction, Training and Development Policy (POL_05_SITC) • Teaching and Learning Policy (POL_05_TL) • Fully Online Teaching and Learning Policy (POL_05_FOTL) • Assessment of Learners Policy (POL_06_AOL) • Academic Integrity Policy (POL_06_AIN) • Research, Ethics, and Development Policy (POL_07_RED) • Learner Induction Policy (POL_08_LI) • Information and Data Management Policy (POL_09_IDM) • IT Usage Policy (POL_09_ITU) • Artificial Intelligence (AI) Usage Policy (POL_09_AIU) • Artificial Intelligence (AI) Framework Policy (POL_09_AIF) • High-Risk AI Systems Policy (POL_09_HRAI)		

	• Public Information and Communication Policy (POL_10_PIC)

9.20.2 POL_09_HRAI: Purpose

The purpose of this policy is to establish guidance for devising, deploying, monitoring, and ensuring the safety of high-risk AI systems in compliance with applicable regulations and educational standards. It aims to safeguard learners, staff, and stakeholders by ensuring ethical and responsible use of AI technologies.

9.20.3 POL_09_HRAI: Scope

This policy applies to all high-risk AI systems used in teaching, learning, assessment, administration, or other operational areas. High-risk AI systems are defined as those that have a significant impact on individuals, including but not limited to:

- Automated decision-making in assessments or grading.
- AI tools that influence admissions, learner progression, or certifications.
- AI systems that process sensitive personal data.
- AI-driven systems that present ethical, privacy, or safety risks.

9.20.4 POL_09_HRAI: Statement

Chevron College is committed to ensuring that high-risk AI systems are deployed, monitored, and managed in a safe, ethical, and transparent manner. This policy establishes a structured framework to mitigate risks associated with AI technologies that have a significant impact on individuals, including automated decision-making in assessments, admissions, and learner progression. Through rigorous risk assessments, bias mitigation, stakeholder engagement, and continuous monitoring, Chevron College aims to uphold the integrity of AI-driven processes while safeguarding learners, staff, and stakeholders from unintended consequences.

9.20.4.1 Key Principles

Chevron College adheres to the following principles when managing high-risk AI systems:

- **Transparency:** Stakeholders must be informed about the AI system's purpose, functionality, and decision-making processes.
- **Accountability:** Human oversight is mandatory at all stages, from design to deployment and monitoring.
- **Fairness:** AI systems must be free from bias and ensure equitable outcomes.

- **Data Privacy:** All systems must comply with GDPR and other relevant data protection regulations.
- **Safety and Reliability:** Systems must be rigorously tested and monitored to minimise risks.

9.20.5 POL_09_HRAI: Roles and Responsibilities

The Registrar and the Artificial Intelligence and Automation Manager have overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

The AI Governance Committee is responsible for approving and monitoring all AI deployments, including high-risk AI systems, ensuring compliance with ethical, regulatory, and institutional policies, reviewing feedback and performance metrics for continuous improvement, and providing recommendations for system updates and incident resolution.

Internal and external IT support services, including but not limited to developers, educational technologists, AI designers, etc., responsible for managing the IT infrastructure, ensuring security protocols are in place, and providing IT support to staff and learners.

Learners and staff are expected to comply with this policy, use AI tools, technology, and resources responsibly, ethically, and report any suspected issues or security breaches.

Additional third-party service providers must adhere to this policy when using AI tools, technology, and resources or when accessing data through college systems.

9.21 Selection, Deployment, and Review of AI Systems

The selection, deployment, and review of AI systems at Chevron College is guided by principles of transparency, accountability, fairness, data privacy, safety, reliability, and ethical responsibility. Given the potential impact of AI technologies, particularly high-risk systems, it is essential to ensure that their use aligns with institutional values, regulatory requirements, and best practices.

AI systems must be rigorously assessed for their effectiveness, risks, and potential consequences before implementation, with ongoing monitoring to ensure they remain reliable, equitable, and compliant. This approach safeguards learners, staff, and stakeholders, reinforcing trust in AI-driven processes while maintaining high academic and operational standards. Regular stakeholder engagement and training are key to fostering AI literacy and ensuring responsible usage across all levels of the institution.

9.21.1 Selection

1. **Needs Assessment:**
   - Identify organisational needs and determine if an AI system is the most appropriate solution to address challenges such as human error minimisation and process optimisation.
   - Engage relevant stakeholders, including educators, staff, and administrators, to assess potential impacts on students and staff.
2. **Impact Analysis:**
   - Conduct a thorough analysis of the system's potential benefits and risks, with a focus on minimising human error, addressing bias, and ensuring equitable outcomes for all stakeholders.
   - Evaluate the system's potential impact on learners, including educational outcomes and data privacy concerns.
3. **Bias Mitigation:**
   - Ensure that the selection process includes an assessment of the AI system's mechanisms for detecting and mitigating bias.
   - Prioritise systems with proven fairness and inclusivity features.
4. **Data Privacy Measures:**
   - Require that all high-risk AI systems utilise an anonymiser to protect personal data and ensure compliance with privacy regulations.
   - Prohibit direct access to sensitive data by AI systems without an anonymisation layer in place.
5. **Approval Criteria:**
   - AI systems must demonstrate alignment with Chevron College's ethical standards and regulatory requirements.
   - Systems must include explainability and transparency features to facilitate human oversight.

9.21.2 Development and Design

1. **Risk Assessment:**
   - Conduct an initial risk assessment to determine if the AI system qualifies as high-risk. Document potential ethical, safety, and compliance concerns.
   - Engage stakeholders, including legal and educational experts, during this stage.
2. **Ethical Design:**
   - Embed ethical considerations into the design process.
   - Implement fairness and bias detection algorithms.

- Ensure explainability features are built into the system.

3. **Data Management:**
   - Use high-quality, unbiased, and representative data.
   - Conduct regular audits of training datasets.
   - Establish robust data anonymisation and encryption protocols

9.21.3 Deployment

1. **Pre-Deployment Testing:**
   - Test the AI system in a simulated environment to identify potential risks or inaccuracies.
   - Validate the system's performance against predefined benchmarks.
   - Conduct user acceptance testing with educators, administrators, and other stakeholders.
2. **Approval Process:**
   - Submit the system for approval to Chevron College's AI Governance Board.
   - Document the testing outcomes and provide a deployment roadmap.
3. **Stakeholder Training:**
   - Provide comprehensive training to all users, including educators and administrators.
   - Ensure users understand the system's capabilities, limitations, and how to report issues

9.21.4 Monitoring and Evaluation

1. **Performance Monitoring:**
   - Establish automated and manual monitoring mechanisms to track system performance.
   - Regularly review key performance indicators (KPIs) to ensure alignment with intended outcomes.
2. **Risk Monitoring:**
   - Continuously assess the system for potential ethical, privacy, or safety risks.
   - Implement monitoring tools to detect bias, anomalies, or unintended outcomes.
3. **Audit and Review:**
   - Conduct periodic audits to ensure compliance with Chevron College's AI Policy Framework.
   - Review system performance with the AI Governance Board every six months.

4. **Incident Response:**
    - Develop an incident response protocol for managing issues such as data breaches, algorithmic failures, or safety concerns.
    - Escalate critical incidents to the AI Governance Board for immediate action.

9.21.5 Safety and Risk Mitigation

1. **Continuous Improvement:**
    - Regularly update the system based on monitoring outcomes, user feedback, and advancements in AI technology.
    - Decommission outdated or underperforming systems promptly.
2. **External Validation:**
    - Engage third-party experts to conduct independent audits and safety checks.
    - Ensure external validation reports are documented and reviewed.
3. **Emergency Shutdown:**
    - Define a clear protocol for safely shutting down high-risk AI systems in the event of severe malfunction or risk to stakeholders.

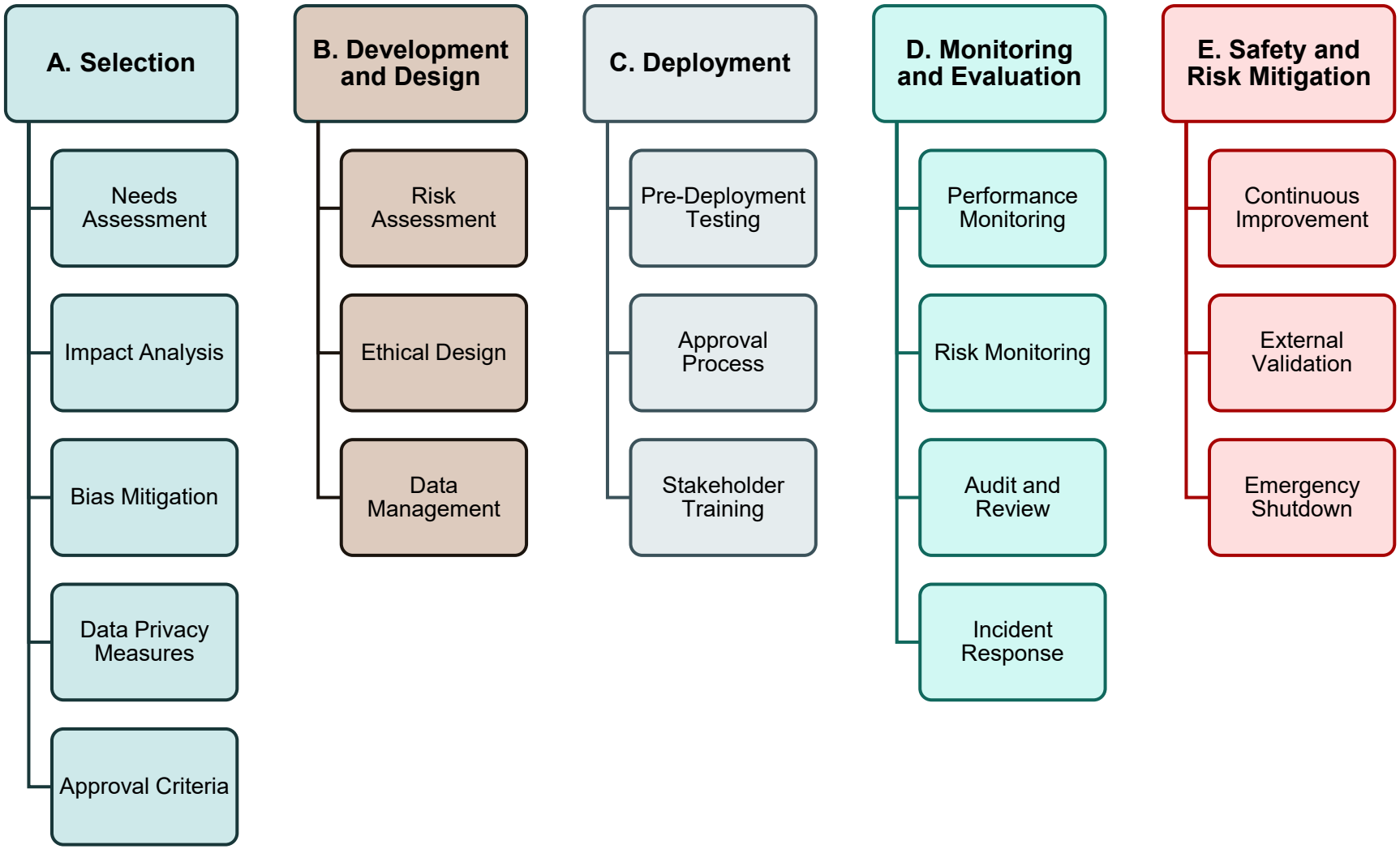

Figure 35: Selection, Deployment, and Review of AI Systems

10 PUBLIC INFORMATION AND COMMUNICATION

10.1 Public Information and Communication Policy (POL_10_PIC)

10.1.1 POL_10_PIC: Policy Table

POLICY DETAILS			
Policy Name:	Public Information and Communication Policy		
Policy No:	POL_10_PIC	**Version No:**	V2.1
Prepared by:	Registrar, Director of Academic Affairs, Dean of Education, Director of Sales, Artificial Intelligence and Automation Manager, Dean of Research and Ethics		
Policy Owners:	Registrar, Director of Academic Affairs, Dean of Education, Director of Sales, Artificial Intelligence and Automation Manager, Dean of Research and Ethics, Academic Council, Learner Support Advisors, Educational Consultants, Administrators, Tutors		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V2.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 2.1 uses the updated Policy No. naming convention of using the chapter number instead of a chronological numbering system. Changed from POL_34_PIC to POL_10_PIC. Version V2.0 includes a formalised policy table that outlines key metadata such as revision history, related documents, and associated policies. Version V2.0 includes a broader list of roles responsible for policy delivery, such as the Artificial Intelligence and Automation Manager, Dean of Educations, and Learner Support Advisors, in addition to roles mentioned in Version V1.1. Both		

	versions emphasise the importance of clear, two-way communication. Version V2.0 extends this to explicitly include formal and informal channels (e.g., email, Teams, CRM) and applies to additional audiences such as third-party service providers. Version V2.0 provides a detailed list of covered communication channels which are more extensive than those in Version V1.1. Version V2.0 expands significantly on communication methods detailing platforms like the Student Information System (SIS), Learning Management System (LMS), and CRM system.
RELATED ITEMS	
Related Internal Documents and/or External Information (if any):	• Data Protection Act 2018 • Consumer Protection Act 2007 • Broadcasting Act 2009
Related Policies (if any):	• Staff Induction, Training and Development Policy (POL_05_SITC) • Learner Induction Policy (POL_08_LI) • Information and Data Management Policy (POL_09_IDM) • IT Usage Policy (POL_09_ITU)

10.1.2 POL_10_PIC: Purpose

The purpose of this policy is to establish clear guidelines for the communication of information to all stakeholders, including learners, staff, and external audiences. Chevron College is committed to creating and maintaining two-way communication, enabling all stakeholders to receive, share, and exchange relevant information. This policy ensures that all public information is approved, accurate, timely, and clear.

10.1.3 POL_10_PIC: Scope

This policy applies to all forms of communication used by Chevron College, including formal and informal channels such as email, phone calls, the College website, Microsoft Teams, Student Information System (SIS), Customer Relationship Management (CRM) system, Learning Management System (LMS), and any social media channels under the direct control of Chevron. It covers communication for learners, staff, faculty, and third-party service providers, and ensures consistency and quality in the dissemination of information.

10.1.4 POL_10_PIC: Policy Statement

Chevron College is committed to ensuring that all public information is clear, accurate, and up to date. The College devotes significant resources, including a full-time web designer and digital marketing team, to create and manage creative and relevant content. Public information is primarily shared via the College website, brochures, flyers, and social media channels, with the approval of appropriate personnel.

Chevron also prioritises two-way communication, fostering engagement and feedback from all stakeholders to improve transparency and the sharing of relevant information.

10.1.4.1 Public Information Approval

Chevron ensures that all public communications are reviewed and approved before publication. The process for approving communication depends on the nature and risk associated with the content, as outlined below:

- **Website Information, Flyers, Programme Brochures, Programme Handbooks**: Approved by the Director of Academic Affairs and reported to the Academic Council.
- **QA Manual, Annual Monitoring Reports**: Approved by the Director of Academic Affairs with oversight from the Academic Council.
- **PR Releases and Other Public Information**: Approved by the Managing Director, with referrals to the Academic Council for academic matters.
- **Social Media Postings**: Approved by the Director of Academic Affairs.
- **Web Chat Responses**: Managed by the Sales Manager for basic learner enquiries.

10.1.4.2 Channels of Communication

Chevron College uses a variety of communication channels to disseminate information to different audiences. These include:

- **Email**: Formal communication with learners, staff, and external parties is primarily conducted via email. All staff and learners are required to regularly check their college email accounts for important updates.
- **College Website**: The website (https://chevrontraining.ie/) serves as the primary platform for communicating official information, including programme details, key policies, and public reports. The website also hosts the latest version of the QA Manual and a Privacy Statement, along with published QQI evaluation reports.
- **Phone Calls**: Used for direct communication with prospective learners, support services, and general enquiries.

- **Microsoft Teams**: Internal communications, virtual meetings, and collaboration among staff and learners are facilitated through Teams.
- **Student Information System (SIS)**: Used to manage learner records, grades, and academic-related communication.
- **Customer Relationship Management (CRM)**: Manages communication with prospective learners, alumni, and external stakeholders.
- **Learning Management System (LMS)**: Provides access to course materials, assignments, announcements, and academic communications for learners and staff.
- **Social media (Facebook, Instagram, LinkedIn)**: These platforms are used to engage with the public, including prospective learners, and to provide basic information on courses and other public-facing content.

10.1.5 POL_10_PIC: Roles and Responsibilities

The Registrar has overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

The Director of Academic Affairs oversees the accuracy and quality of academic-related communications, ensuring that all public information related to academic matters meets the College's standards and QQI requirements.

Admin staff are responsible for creating, maintaining, and disseminating public information, including website content, social media, brochures, and other materials.

Internal and external IT support services ensure that all technical infrastructure for communication platforms (e.g., LMS, SIS, and College website) is secure, up-to-date, and compliant with data protection regulations.

Educational consultants oversee responses through web chat and ensure timely and accurate communication for initial learner inquiries.

10.2 Approval of QQI and Academic-Related Information

Chevron College ensures that all communication regarding QQI programmes and awards adheres to validation criteria and includes key details such as:

- The type of award and awarding body (e.g., QQI).
- The full name of the award, QQI code, and NFQ level.
- Any access, transfer, and progression procedures.
- Protection of Enrolled Learners (PEL) arrangements, if relevant.

10.3 Communication Channels at Chevron College

Chevron College employs seven primary channels of communication to ensure clarity, accountability, and collaboration across all levels of the organisation. Top-down communication facilitates the structured flow of strategic decisions and academic policies from the Governing Authority and Academic Council through senior management and committees to staff and learners. Bottom-up communication enables learners and staff to provide feedback, raise concerns, and influence decision-making through structured pathways that culminate at governance levels. Horizontal (or lateral) communication supports collaboration and consistency between departments and committees operating at the same organisational level. Internal operational communication ensures the smooth day-to-day functioning of academic, support, and administrative roles, enabling efficient coordination of learner services. Formal meeting structures, including those of the Academic Council, Programme Boards, and the Management Board, provide documented and scheduled opportunities for transparent decision-making and oversight. Digital communication channels such as the Learning Management System (LMS), Student Information System (SIS), Microsoft Teams, email, and CRM tools allow for real-time and asynchronous interaction, supporting academic delivery, learner engagement, and administrative efficiency. A seventh channel, external quality communication, facilitates engagement with awarding bodies such as QQI, the University of East London, and the University of Sunderland through formal processes including programme validation and revalidation, institutional approval and re-engagement, QA monitoring and review, external authentication, and results approval, ensuring compliance with national standards and the enhancement of academic quality.

10.3.1 Top-Down Communication

Top-down communication refers to the structured flow of information from the College's leadership and academic governance bodies to staff and learners. This ensures that decisions, policies, and strategic directives are clearly disseminated throughout the organisation.

Management Board > Academic Council > Committees > Staff > Learners

- Ensures that strategic decisions and quality assurance measures are communicated effectively at all levels.
- Used for communicating policies, academic standards, strategic priorities, and regulatory updates.

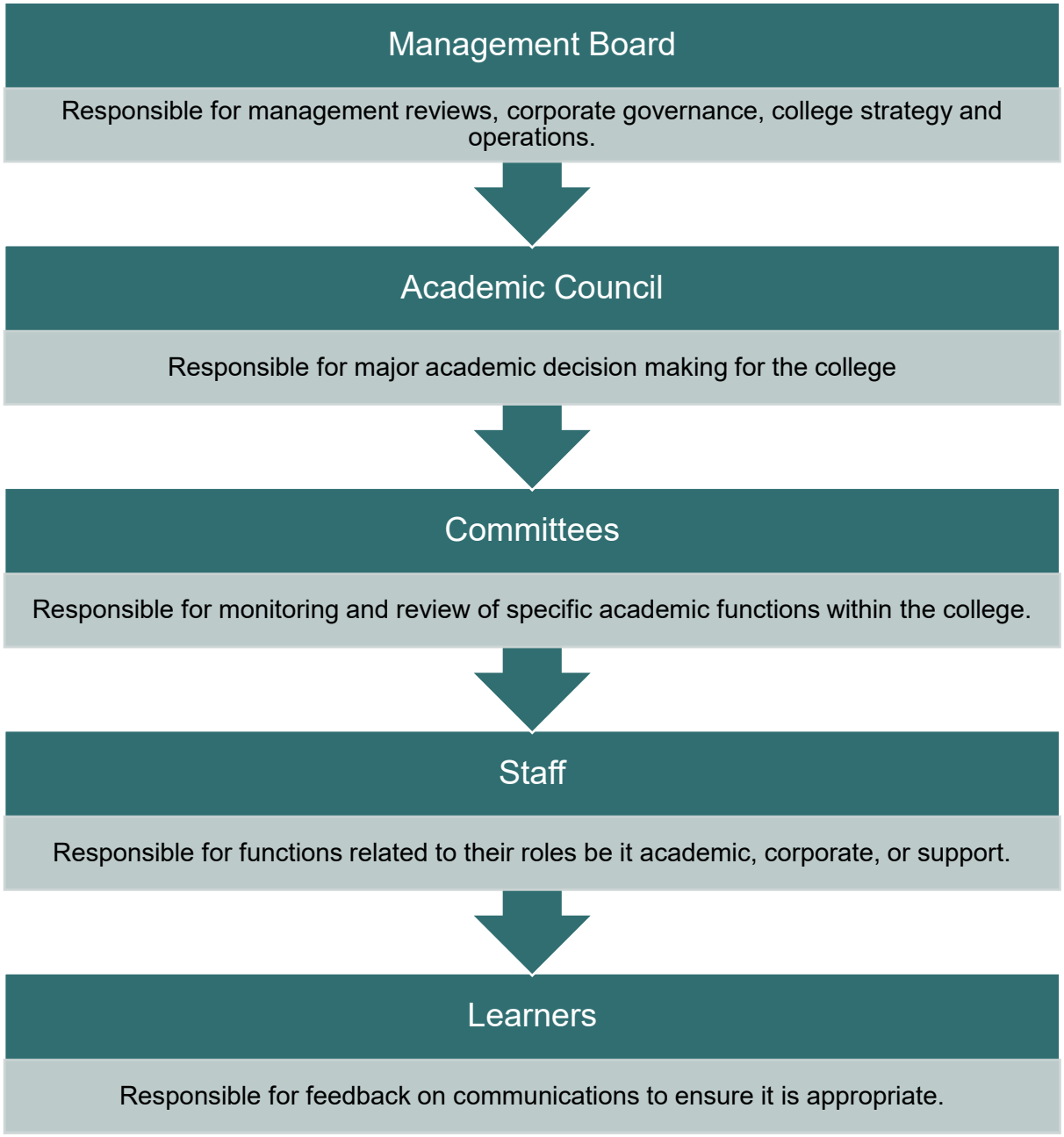

Figure 36: Top-Down Communication Channels

10.3.2 Bottom-Up Communication

Bottom-up communication allows learners and staff at the operational level to communicate their experiences, concerns, and suggestions to decision-making structures. This channel supports learner-centred improvement and internal quality enhancement.

Learners >Tutors > Programme Boards > Committees > Academic Council

- Provides feedback to influence policy, teaching practice, and programme development.
- Used for feedback, complaints, appeals, and learner representation in governance.

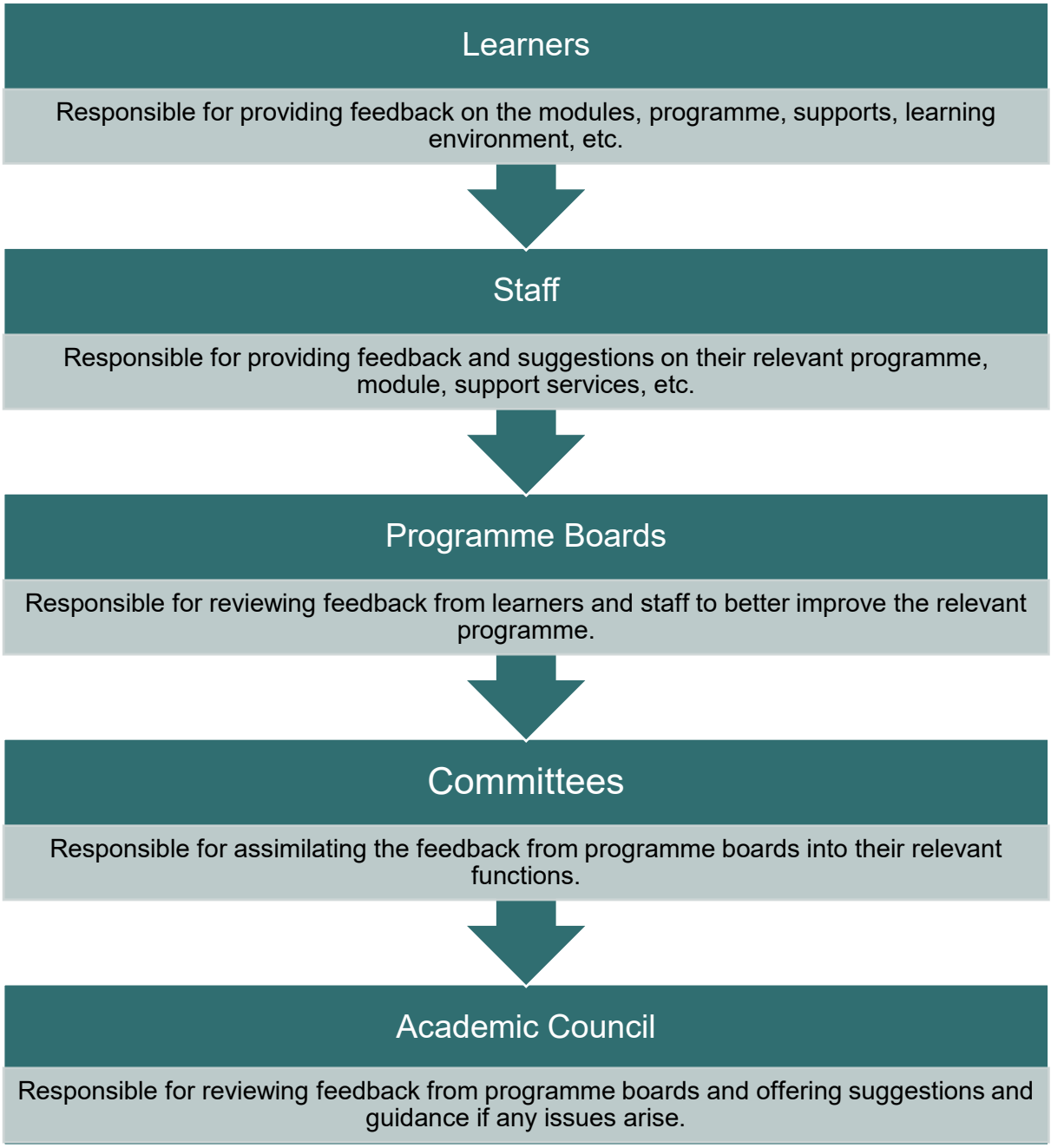

Figure 37: Bottom-Up Communication Channels

10.3.3 Horizontal Communication

Horizontal communication refers to the exchange of information between departments, units, or committees at the same organisational level. It supports consistency, collaboration, and shared understanding across functional areas.

Between committees (e.g. QPPC, EDI, Programme Boards) and college functions (e.g., Admissions, Finance).

- Promotes coordinated operations and service delivery.

10.3.4 Internal Operational Communication

Internal operational communication refers to daily and ongoing interactions among staff members responsible for programme delivery, learner support, and administration. It enables efficient workflow and responsiveness to operational needs.

- **Senior Management > Admin and Support Staff**
  - Supports resource planning, problem solving, and issue resolution.
- **Programme Leaders > Lecturers/Tutors > Programme Administrators**
  - Facilitates timetabling, assessment coordination, and learner engagement.

10.3.5 Formal Meeting Structures

Formal communication occurs through scheduled and documented meetings within Chevron College's governance framework. These ensure that decision-making processes are transparent, traceable, and involve relevant stakeholders.

- **Academic Council (quarterly)**
  - Oversees academic quality and programme governance.
- **Programme Boards (semester/annual)**
  - Reviews programme delivery, learner outcomes, and feedback.
- **Management Board (monthly)**
  - Reviews strategic goals, operations, and performance.
- **Quality Policy and Procedures Committee (QPPC)**
  - Overseas the development, review, and implementation of quality assurance (QA) policies at the college.
- **Other Committees**
  - Meet as required by their Terms of Reference (e.g., REC).

10.3.6 Digital Communication Channels

Digital communication refers to the use of technology platforms to facilitate real-time and asynchronous communication. These tools enable broad access to information and enhance engagement among staff and learners.

- **Learning Management System (LMS)**
  - Used for course delivery, tutor-learner interaction, and assessment feedback.
- **Student Information System (SIS)**
  - Centralises learner data, grades, and academic records.
- **Microsoft Teams**
  - Supports meetings, chat, and collaborative workspaces.

- **Email and CRM**
    - Used for announcements, learner correspondence, and tracking communication history.
- **CPD Events**
    - Allows staff to develop a community of practice and share expertise with one another.

10.3.7 External Awarding Bodies

Chevron College collaborates with several recognised external awarding bodies to deliver validated programmes in further and higher education. These partnerships are essential for ensuring the quality, credibility, and national and international recognition of the qualifications offered to learners. Communication with awarding bodies is governed by formal processes and quality assurance standards, in line with both QQI and the requirements of international partner institutions.

Key awarding bodies include:

- QQI (Quality and Qualifications Ireland): Ireland's national agency for qualifications and quality assurance, responsible for programme validation, institutional review, re-engagement, and ongoing QA oversight.
- University of East London (UEL): A UK higher education institution that collaborates with Chevron to deliver validated honours and postgraduate programmes.
- University of Sunderland (UOS): Another UK-based university partner offering progression routes in health and social care through Chevron College.

Communication with these bodies occurs through:

- Programme validation and revalidation submissions
- Institutional approval and re-engagement processes
- External examiner and authenticator reporting
- Results approval and certification data submissions
- Participation in quality assurance audits and reviews
- Ongoing updates regarding programme changes or delivery modes
- Compliance reporting and academic performance data sharing

These relationships are critical to maintaining Chevron College's academic standards and supporting its continued growth within the Irish and international higher education landscape.

10.4 Data Privacy and Security

Chevron College ensures that all communications comply with the College's Data Protection Policy and GDPR regulations. This includes safeguarding personal data across all communication channels and ensuring that sensitive information is only shared through secure methods.

10.5 Approval of Communications

Chevron takes the view that clear learner information is fundamental to the success of any training or education programme. Chevron is responsible for ensuring that all communications in relation to QQI programmes follow the component award information and specific validation criteria. As a minimum, all prospective and current learners have access to the following information:

- The type of award and awarding body (e.g., QQI).
- The full name of the award, QQI code and NFQ level.
- Any access, transfer and progression procedures.
- Protection of Enrolled Learners (PEL) arrangements, if relevant.

Approval of communications will depend on the business risk rating, type of documents or public information being produced by Chevron, such as flyers, brochures, social media postings, annual monitoring reports, programme handbooks and public information. The Management Board is responsible for ensuring the quality and accuracy of communications. The Academic Council takes an oversight view of the quality and accuracy of any academic-related content. Public information and other communications are reviewed internally prior to release as shown in Table 16: Approval of Public Information and Communications below.

Communication Type	Risk Rating	Approved by
• **Website information** • **Flyers** • **Programme brochures** • **Programme handbooks**	High	Director of Academic Affairs, reporting to Academic Council
• **QA Manual** • **Annual monitoring reports**	High	Director of Academic Affairs, reporting to Academic Council

• **PR releases and other public information**	High	Managing Director (requires referral to Academic Council for all academic matters)
• **Social media postings**	Medium	Director of Academic Affairs
• **Web chat responses**	Low	Sales Manager

Table 17: Approval of Public Information and Communications

10.6 Learner Information

Chevron maintains a consistent 'house style' to communicate all relevant information across all courses including (but not limited to) the following:

- Course summary
- Course profile
- Entry requirements
- Who should enrol?
- Qualifications and awards
- Assessment methods
- Work experience
- Exemptions
- Career opportunities
- Progression
- PEL

In addition to the above, key QA documents (e.g., Programme Handbook and specific Guidance Notes) are made available to learners via the Pre-Course Information webpage and form part of the induction to the programme of study.

11 OTHER PARTIES INVOLVED IN EDUCATION AND TRAINING

Chevron is committed to establishing and maintaining a two-way system of communication with its stakeholders and other interested parties within the education and training community.

11.1 Developing and Maintaining Ethical Relationships with Partners Policy (POL_11_DMER)

11.1.1 POL_11_DMER: Table

POLICY DETAILS			
Policy Name:	Developing and Maintaining Ethical Relationships with Partners Policy		
Policy No:	POL_11_DMER	**Version No:**	V1.1
Prepared by:	Registrar, Director of Academic Affairs, Dean of Education, Director of Sales, Artificial Intelligence and Automation Manager, Dean of Research and Ethics		
Policy Owners:	Registrar, Director of Academic Affairs, Dean of Education, Director of Sales, Artificial Intelligence and Automation Manager, Dean of Research and Ethics, Academic Council, Learner Support Advisors, Educational Consultants, Administrators, Tutors		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V1.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 1.1 uses the updated Policy No. naming convention. Changed from POL_35_DMER to POL_11_DMER.		

RELATED ITEMS	
Related Internal Documents and/or External Information (if any):	• Data Retention Chart • List of External Partners
Related Policies (if any):	• Governance and Management of Quality Policy (POL_02_GMQ) • Equality, Diversity, and Inclusion Policy (POL_03_EDI) • Grievance and Complaints Policy (POL_03_GC) • New Programme Development Policy (POL_04_NPD) • Staff Recruitment and Selection Policy (POL_05_SRS) • Publishing of Research Policy (POL_07_POR) • Research Supervision Policy (POL_07_RS) • Library Collection Policy (POL_07_LC) • Academic Support for Learners Policy (POL_08_ASL) • Pastoral Support for Learners Policy (POL_08_PSL) • Work Experience and Placement Policy (POL_08_WEP) • IT Usage Policy (POL_09_ITU) • Self-Evaluation Monitoring and Review Policy (POL_34_SEMR)

11.1.2 POL_11_DMER: Purpose

The purpose of this policy is to outline the framework for developing, maintaining, and managing ethical relationships between Chevron College and its partners, stakeholders, and other interested parties within the education and training community. The policy ensures that these relationships are built on mutual respect, transparency, and adherence to best practices.

11.1.3 POL_11_DMER: Scope

This policy applies to all staff at Chevron College involved in partnerships or collaborations with external parties, including academic institutions, Education and Training Boards (ETBs), accrediting bodies, peer organisations, industry partners, and external examiners. It covers relationships developed through conferences, collaborative research, benchmarking, and external engagements in Ireland and internationally.

11.1.4 POL_11_DMER: Policy Statement

Chevron College is committed to establishing and maintaining strong, ethical relationships with peer institutions, accrediting bodies, and other stakeholders in the education and training community. These relationships are crucial to ensuring high standards of quality, promoting best practices, and supporting the credibility of awards and learning outcomes.

Chevron also recognises the importance of managing potential conflicts of interest in these relationships and takes a proactive approach to prevent and mitigate any conflicts that could harm the College's reputation or the wider educational community.

11.1.5 POL_11_DMER: Roles and Responsibilities

The Registrar has overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

The Director of Academic Affairs is responsible for overseeing the ethical management of external relationships, ensuring transparency and compliance with college policies.

Programme Leaders are responsible for collaborating with external partners, ensuring that peer relationships and partnerships align with academic objectives and comply with this policy.

The QA Coordinator supports the Director of Academic Affairs and the External Chair of the Academic Council in recording conflicts of interest and ethical relationships with external parties.

Staff are required to disclose potential conflicts of interest and adhere to the principles of ethical relationships outlined in this policy.

11.2 Managing Conflicts of Interest

Chevron College is committed to preventing and managing conflicts of interest that could arise from relationships with external parties. All staff and contractors must:

- **Disclosure**: Disclose any potential conflicts of interest before entering into relationships with external parties.

- **Collaboration**: Work with the Director of Academic Affairs to manage any conflicts that arise.
- **Prohibition**: Accept that certain activities may be prohibited if they conflict with Chevron's academic or commercial interests or those of QQI or other partners.
- **Monitoring**: The QA Coordinator will assist the Director of Academic Affairs in monitoring potential conflicts of interest.

11.3 Peer Relationships

Chevron recognises that strong peer relationships help to support its activities, providing opportunities to discuss current issues and emerging trends, plus sharing benchmarking and best practice approaches, thereby ensuring the credibility of learning outcomes and awards achieved by learners.

Opportunities to develop peer relationships include:

- Attendance at conferences, seminars, etc. to meet with other education and training professionals.
- Contributions to White Paper responses and other requests from QQI and interested parties.
- Engagement with other education and training organisations, both in Ireland and abroad, to identify new trends.
- Benchmarking exercises with other Irish education and training providers, sharing best practice ideas and approaches.
- Working with Education and Training Boards (ETBs) and sharing experiences with ETB managers and tutors.
- Participating in Enterprise Ireland's international education initiatives to help develop global insights on training and education trends.
- Taking a leadership position in blended and online learning development. and
- Higher Education (HE) partnerships with third-level institutions, particularly UK universities, and participating in Transnational Education Reviews.

11.4 Expert Panelists, Authenticators and Examiners

When engaging external expertise, the Director of Academic Affairs (and Programme Leader, where relevant) will ensure that all external experts:

- Are qualified and competent in their subject area(s). and
- Are briefed on Chevron's QA culture, policies and processes.

The proposed role and responsibilities of all external experts, including the selection and recruitment of any expert panel members will be reviewed by the External Chair of the Academic Council. All appointments will be subject to approval by the Academic Council.

The names and affiliations of expert panellists, examiners and authenticators and any other external experts associated with Chevron will be collated and monitored by the Director of Academic Affairs. Independence and expertise will be reviewed each time an expert is engaged and as part of the programme review and revalidation process.

11.4.1 External Authenticators

Chevron will select External Authenticators from the QQI panel or, alternatively, nominate persons to the panel with specific skillsets for consideration by QQI. External Authenticators are required to moderate results for awards in fields/sub-fields in which the Authenticator has broad subject matter expertise.

Given their professional status it is expected that all External Authenticators will possess the expertise necessary to moderate results in general areas, e.g., Communications. In selecting an appropriate External Authenticator from the QQI panel, care will be taken by Chevron to ensure that the Authenticator meets the following requirements:

- Free from any potential conflict of interest that may compromise their role.
- Technical and/or subject matter expertise within the appropriate award area/field of learning.
- Experience of delivering programme assessment or working in the industry/field.
- Agrees to undertake appropriate training and to attend relevant briefings.
- Has the personal skills and qualities to interact with learners, assessors and senior staff members, as appropriate.
- Appropriate administrative and IT skills.
- Competent to operate within QQI's codes of practice and guidelines.
- Available to Chevron at appropriate times.
- Is independent of the assessment centre to which s/he is assigned.

11.4.2 External Examiners

Independent external review will be an essential part of the quality assurance of Chevron's HE programmes. An External Examiner is an independent expert who is a member of the broader community of practice within the programme's field of learning and whose accomplishments attest to his/her likelihood of having the authority necessary to fulfil the responsibilities of the role. External Examiners are normally drawn from higher education but can be drawn from other communities of practice provided they have the necessary

competences (or acquire them prior to engagement). Chevron's External Examiner terms of reference have been informed by the guidelines and procedures outlined in QQI's *Effective Practice Guidelines for External Examining* (2015).

11.4.2.1 External Examiners Overview

1. Appointment

1.1 It will be the responsibility of Chevron's Director of Academic Affairs and individual programme leaders to establish a panel of external examiners for each of its higher education programmes.

1.2 All appointments will be subject to approval by the External Chair of the Academic Council.

1.3 The panel of external examiners appointed will be determined by the needs of each programme.

1.4 The external examiner's functions can be discharged by an individual or by a team of external examiners, where the needs of the programme demand a range of specialisations.

1.5 Chevron's External Examiners must satisfy the following criteria:

- Have appropriate academic/professional qualifications within the award area.
- Have experience of assessment in higher education and ideally, previous experience as an external examiner
- Be familiar with programmes in the same discipline in Ireland or abroad.
- Be free from any potential conflict of interest that may compromise their role Nominations are approved by the Academic Council.

1.6 The Director of Academic Affairs will notify QQI of the appointment.

1.7 An external examiner's term of appointment will be sufficiently long to allow them to assess trends, and sufficiently short to provide diversity and maintain the required level of independence. The normal period of appointment is three years, however, where there is a lack of available and/or qualified candidates, and evidence of such can be presented to the Academic Council, then the external examiner may, conditional upon approval by Academic Council, be extended for a maximum of one year. Every effort must be made by the college to find a replacement in advance of the third year, so that an effective handover may take place.

2. Induction

2.1 Chevron's Director of Academic Affairs will arrange an induction for each newly appointed External Examiner, shortly after their appointment, to introduce them to the College, academic staff and the programme. As part of the induction process,

the External Examiner will be provided with all relevant documentation to enable them to carry out their functions effectively, such as details of Chevron's assessment processes, the programme validation report and other documentation outlining the programme assessment strategy and procedures, grading system and award classification. This may include copies of the programme's recent external examiner reports to demonstrate past trends, baseline issues, and Chevron's responsiveness to past recommendations.

3. Role and Responsibilities

3.1 The main duties of the External Examiner (or external examiner panel) are to:

- Review the appropriateness of the minimum intended programme learning outcomes (i.e., the programme's basic educational goal), and other programme objectives.
- Probe the actual attainment of learners (actual programme learning outcomes) using information agreed with and supplied by the provider Chevron.
- Compare and contrast both the minimum intended programme learning outcomes and the actual attainment of learners with the relevant awards standards, with the National Framework of Qualifications, and with corresponding data from other programmes in the same discipline in other higher education institutions in Ireland and beyond.
- Determine whether or not the applied procedures for assessment are valid, reliable, fair and consistent.
- Review the appropriateness of the programme assessment strategy and the assessment procedures and, from this, consider subsidiary module assessment strategies.
- Review key assessment tasks prior to their assignment considering the programme and module assessment strategies and learners' prerequisite (prior) learning. Where key tasks include key continuous assessment tasks, it might not be feasible to review them prior to assignment, but they should still be reviewed by the external examiner.
- Report findings and recommendations to Chevron.

3.2 Chevron will retain all learners' assessed submissions so that they can be sampled by the External Examiner.

3.3 Chevron will provide the External Examiner with additional information as required, in a timely manner including:

- the minimum intended programme learning outcomes and programme

assessment strategy and approved programme schedule.

- specific information about the assessment tasks and the assessment process and criteria at module and programme levels.
- other relevant contextual information about the programme's teaching and learning.
- analysis of the programme's assessment findings, including comparative analysis (e.g., correlation of findings with those of external assessment instruments) to aid in assessing trends and making national and international comparisons.

3.4 Assessment tasks presented to the External Examiner for perusal should be accompanied by marking schemes/rubrics.

3.5 Once finalised, assessment tasks, model responses and grading schemes will be sent to the External Examiner for review.

3.6 Any changes recommended must be agreed between the External Examiner and the Programme Team prior to publication of assessment briefs to learners.

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

4. External Examiner's Report

4.1 After each cohort is assessed, the External Examiner is required to submit a written report to the Programme Leader using the template provided by Chevron.

4.2 The report is reviewed by the Programme Board and actions taken on recommendations and conclusions are recorded and communicated to staff as appropriate.

4.3 The Programme Leader is responsible for providing a written response to the External Examiner on their recommendations and any actions taken by Chevron, in consultation with the Director of Academic Affairs.

4.4 External Examiner reports will be reviewed by the Academic Council as part of their annual Programme Review processes.

5. Fees and Expenses

5.1 The External Examiner will be paid a fixed fee plus expenses, agreed at the point of appointment. This fee is reflective of the workload undertaken by the examiner and in line fees paid for similar roles by other providers.

6. Replacement of an External Examiner

6.1 At the outset of an External Examiner's final year of tenure, Chevron's Director of

Academic Affairs will notify the relevant Programme Leader of the requirement to appoint a new examiner. New appointments made will allow for an appropriate handover period.

6.2 Where an external examiner wishes to terminate their appointment early, they are requested, except in exceptional circumstances, to notify the Director of Academic Affairs not less than two months prior to the next semester's final assessments.

6.3 Should an external examiner need to be replaced at short notice, the Director of Academic Affairs will determine the most reasonable course of action in line with QQI guidelines on assessment.

11.5 Work Placement Providers

Depending on the requirements of the QQI award, learners may be required to undertake a work placement in an appropriate setting (e.g., Childcare facility). This work placement can be taken within a current working environment (i.e., if the learner is working in a childcare facility or with a healthcare provider) and is organised as follows:

- The word 'placement' is used to refer to any work-based learning situation which falls within the scope of programme validation.
- Full details of programme specific requirements for work placement will be provided to the learner in a placement handbook.
- It is the learner's responsibility to source their work placement.
- The Programme Leader will appoint a designated Placement Officer for each programme, who will record details of any placement and liaise with the Programme Leader, Placement Lead, Placement Supervisors and work placement providers as appropriate.
- Work placement providers will receive Chevron's briefing document outlining the requirements of the Work Placement exercise, including their written agreement to Chevron's processes in this area.
- The learner will be required to undertake particular tasks as outlined in their assignment briefs issued by their Placement Supervisor (module lecturer/tutor).
- On completion of the learner's placement, their workplace supervisor will be required to complete a Supervisor's Report, provided by Chevron, which assesses the learner's performance and competence in the assigned tasks. This should be reflective of the learner's actual performance on the work placement and free from bias. Any issues arising during work placement must be notified to the Workplace Officer, who will inform the Programme Leader and Placement Assessor.

- Chevron's placement officers should ensure that feedback is collected from learners and placement providers, both during the placement and on completion.
- Overall quality is reviewed as part of the annual Programme Review meetings, with a report provided to the Academic Council for review.

11.6 Second Providers

At the present time Chevron does not engage with second providers for any of its QQI programmes. Appropriate due diligence and approval by the Academic Council would be required before any second provider relationship would be considered, with formal approvals by both the Academic Council and Management Board.

11.7 Ethical Engagement with Industry and External Partners

Chevron College also collaborates with industry and external partners to ensure that its programmes are relevant and aligned with industry needs. Ethical considerations include:

- **Mutual Benefit:** All partnerships must be mutually beneficial and align with Chevron's values and mission.
- **Sustainability and Equality:** Partnerships must reflect Chevron's commitment to sustainability, equality, and diversity.
- **Protection of Interests:** Chevron's academic and commercial interests, as well as its relationship with QQI, must be protected in all external engagements.

11.8 Relationships with Other Accreditation Bodies

Chevron offers programmes accredited by other accreditation bodies in addition to QQI. Currently, they are the University of East London and the University of Sunderland. For these accreditation bodies, we follow their QA processes unless it has been agreed otherwise. See the QA Mapping of Partner Providers.

Any proposal for a new programme partnership must be reviewed and approved by both the Academic Council and Management Board. Due diligence activities in this area should include Academic Council and Management Board reports covering:

- **Strategic fit:**
    - Proposed partner's Corporate Plan, Vision and Mission Statement
    - Organisational structure and geographical locations
    - Evidence of alignment with Chevron's corporate mission and goals
    - Ethical, sustainability, equality and diversity principles

    - Opportunities for enhancement of Chevron's organisational knowledge and experience
- **Academic Powers and Quality Assurance:**
    - Organisation's awarding powers, both in its own right and in collaboration with other training/education bodies
    - QA methodology and manuals (e.g., academic integrity, dispute resolution)
- **Financial:**
    - Accounting and taxation position
    - Details of the financing arrangements of the organisation
- **Legal:**
    - Constitution of organisation
    - Power to enter into the proposed collaborative partnership
    - Approaches to third party collaborations, intellectual property, data protection, equality and diversity, etc.
- **Risk:**
    - Protection of the Chevron brand
    - Managing potential reputational risks (Chevron's association with QQI and NFQ)

12 SELF-EVALUATION, MONITORING, AND REVIEW

Chevron is committed to improving its educational and training programmes, together with its associated services, through the regular evaluation of its core activities. This ensures that the Quality Assurance system and its related processes undergo formal review, with areas for improvement being identified and acted upon by the Management Board and Academic Council.

12.1 Self-Evaluation, Monitoring, and Review Policy (POL_12_SEMR)

12.1.1 POL_12_SEMR: Table

POLICY DETAILS			
Policy Name:	Self-Evaluation, Monitoring, and Review Policy		
Policy No:	POL_12_SEMR	**Version No:**	V2.1
Prepared by:	Registrar, Director of Academic Affairs, Dean of Education, Dean of Research and Ethics, Programme Leads		
Policy Owners:	Registrar, Director of Academic Affairs, Dean of Education, Dean of Research and Ethics, Programme Leads, Programme Boards, Academic Council, QPPC		
Approval Date:	DEC 2025	**Review Date:**	DEC 2026
Launch Date:	JAN 2026	**Live Date:**	JAN 2026
REVISIONS			
Previous Version No:	V2.0	**Approved By: / Date:**	Academic Council / DEC 2025
Revision Description:	Version 2.1 uses the updated Policy No. naming convention of using the chapter number instead of a chronological numbering system. Changed from POL_36_SEMR to POL_12_SEMR. Version V2.0 includes a formalised policy table that outlines key metadata such as revision history, related documents, and		

	associated policies. Version V2.0 expands the purpose to explicitly outline the alignment of quality assurance with regulatory, industry, and academic trends, adding focus on programme revalidation and external QA. The scope in Version V2.0 now explicitly covers peer reviews, industry stakeholder reviews, and external examiners/authenticators, which are only indirectly mentioned in Version V1.2. Version V2.0 introduces explicit processes for programme monitoring and programme revalidation aligned with QQI guidelines, including oversight by the Director of Academic Affairs and integration of external evaluators into revalidation activities. Version V2.0 expands on roles, including Programme Boards, Academic Council, and QPPC, defining their specific contributions to the self-evaluation and review processes.
RELATED ITEMS	
Related Internal Documents and/or External Information (if any):	• Programme Improvement Plan • Self-Evaluation Report
Related Policies (if any):	• All policies

12.1.2 POL_12_SEMR: Purpose

The purpose of this policy is to establish a systematic framework for conducting internal and external self-evaluation, monitoring, and review at programme level, institution level, and external QA level at Chevron College. The policy ensures the alignment of quality assurance (QA) standards, regulatory requirements, and industry trends. It focuses on continuous improvement through regular self-evaluation, programme monitoring, and revalidation processes for QQI and other awarding bodies.

12.1.3 POL_12_SEMR: Scope

This policy applies to all programmes and departments at Chevron College. It covers:

- Annual QA reports and self-evaluation processes.
- Programme monitoring and periodic review.

- Programme revalidation with QQI and other awarding bodies.
- Alignment with new regulatory, industry, professional, and academic requirements.
- Evaluations conducted by QQI and other awarding bodies.
- Peer reviews and benchmarking exercises with other education providers.
- Reviews by industry partners and external stakeholders.
- External Examiners and Authenticators who monitor the quality and assessment standards of the College's programmes.

12.1.4 POL_12_SEMR: Policy Statement

Chevron College is committed to maintaining the highest standards of quality in its programmes, ensuring that they meet the needs of learners, industry partners, regulatory bodies, and society at large. Through a robust system of internal self-evaluation, monitoring, and review, the College seeks to continuously improve the design, delivery, and outcomes of its programmes. This policy is guided by the principles of transparency, accountability, and stakeholder engagement.

12.1.4.1 QA Reports and Self-Evaluation

Chevron College conducts annual self-evaluation and prepares QA reports to review programme performance, identify areas for improvement, and ensure compliance with quality standards set by QQI and other accrediting bodies. Self-evaluation is based on both quantitative and qualitative data, including learner feedback, academic results, employment outcomes, and industry feedback.

- **Self-Evaluation Plan**: The Director of Academic Affairs assigns team members to plan and implement the self-evaluation process, ensuring that all programmes are reviewed systematically.
- **Data Collection**: Information on learner outcomes, teaching quality, assessments, and feedback from stakeholders is gathered for review.
- **QA Report**: A detailed QA report is prepared and submitted to the Academic Council and Management Board for review, outlining strengths, weaknesses, and areas for improvement.

12.1.4.2 Programme Monitoring

Programme monitoring is conducted regularly at Programme Boards to ensure that all programmes remain relevant, up-to-date, and aligned with academic, professional, and industry standards. This includes ongoing tracking of learner outcomes, employment trends,

and compliance with regulatory requirements in addition to the review of assessments, learning outcomes, and teaching and learning strategies.

- **Programme Monitoring Plan**: Programme Leaders are responsible for the ongoing monitoring of programme performance, including learner progression, achievement, review of learner and staff feedback, and completion rates.
- **Benchmarking**: Chevron engages in benchmarking exercises with other education providers to ensure its programmes meet or exceed industry and academic standards.
- **Programme Improvement**: Data gathered through monitoring is used to update and improve teaching methods, course content, and learner support mechanisms.

12.1.4.3 Programme Revalidation (QQI and Other Awarding Bodies)

Chevron College adheres to the guidelines and processes required by QQI and other accrediting bodies for the revalidation of its programmes. Revalidation ensures that all programmes are continuously reviewed and updated in line with the evolving needs of learners, industry, and regulatory bodies.

- **Revalidation Cycles**: Programmes are revalidated at regular intervals as required by QQI and other awarding bodies (e.g., every 5 years for HE programmes). The Director of Academic Affairs oversees the revalidation process.
- **Alignment with Validation Standards**: All programmes are reviewed to ensure compliance with the award standards, learning outcomes, and assessment methods required by QQI or the relevant accrediting body.
- **External Evaluators**: External evaluators are appointed to provide an independent assessment of the programme's relevance, quality, and alignment with national and international standards.
- **Programme Modification**: Any changes recommended during the revalidation process are implemented through the Programme Improvement Plan ensuring that all updates are documented and approved by the Academic Council.

12.1.4.4 Alignment with Existing and New Regulatory, Industry, Professional, and Academic Requirements

Chevron College is committed to staying ahead of emerging trends in education, industry, and regulation. The College regularly reviews its programmes and policies to ensure alignment with the latest developments in these areas.

- **Regulatory Compliance**: Programmes are reviewed regularly to ensure compliance with new laws, regulations, and guidelines issued by QQI, the Department of Education, and other regulatory authorities.
- **Industry Engagement**: Chevron actively engages with industry stakeholders to ensure that its programmes meet the evolving needs of the workforce. This includes participation in industry forums, conferences, and collaborative research initiatives.
- **Academic Innovation**: The College continuously updates its programmes to incorporate new academic research, teaching methodologies, and technology innovations. Chevron takes a leadership position in the development of blended and online learning approaches, ensuring that learners benefit from the most advanced educational tools.
- **Professional Standards**: Programmes are aligned with the latest professional standards and best practices in the relevant sectors. Chevron works closely with professional bodies to ensure that learners are well-prepared for certification and employment in their chosen fields.

12.1.4.5 Engagement with External Examiners and Authenticators

Chevron College ensures that its assessment and grading processes are independently monitored by qualified external examiners and authenticators. This ensures the validity, reliability, and fairness of the College's assessment strategies and learner outcomes.

- **External Examiners**: External examiners are appointed to oversee the assessment processes of higher education programmes, providing independent review and validation of academic standards.
- **Authenticators**: External authenticators are engaged to moderate results and ensure that learners' achievements are aligned with QQI standards for specific fields of learning.
- **Reporting**: The reports from external examiners and authenticators are reviewed by the Academic Council, and any necessary improvements are implemented through the Programme Improvement Plan.

12.1.4.6 Peer Review and Benchmarking

Chevron College regularly engages in peer review and benchmarking exercises with other education and training providers to ensure that its programmes meet or exceed national and international standards. These collaborations help the College stay informed about emerging trends and best practices in education.

- **Peer Review**: The College participates in peer review exercises with higher education institutions in Ireland and abroad to evaluate its programmes and quality assurance processes.
- **Benchmarking**: Chevron engages in benchmarking exercises to compare its programme offerings and learner outcomes with those of other providers. The results of these exercises are used to identify areas for improvement and ensure that Chevron remains competitive in the education sector.

12.1.5 POL_12_SEMR: Roles and Responsibilities

The Registrar has overall responsibility for the development, management, review, implementation, and promotion of awareness of this policy.

The Registrar is responsible for overseeing the self-evaluation, monitoring, and review process, including the preparation of QA reports and coordination of revalidation with accrediting bodies.

Senior Management assists the Registrar in managing the self-evaluation process, compiling data, and ensuring compliance with QA standards.

Programme Leaders are responsible for monitoring the performance of their programmes, ensuring alignment with academic and industry standards, and implementing improvements as required.

External Evaluators provide independent oversight during the revalidation process and offer recommendations for programme improvement.

The Quality Policies and Procedures Committee (QPPC) reviews QA reports, provisionally approves changes to programmes, and monitors the outcomes of the self-evaluation process to ensure continuous quality improvement.

The Academic Council reviews summary QA reports, approves changes to programmes, and monitors the high-level outcomes of the self-evaluation process to ensure continuous quality improvement.

12.2 Internal Self-Monitoring

Programmes should prepare learners for the real-life workplace and enable them to tackle future challenges in their area of learning. Chevron aims to do this by:

- Promoting a culture of learning and discovery within its learner community.
- Offering learner progression opportunities using the Learner Pathway model
- Encouraging a reflective practice approach amongst learners and tutors.

During a rolling 5-year period, all FET programmes delivered by Chevron will undergo self-evaluation to monitor their progress against their validation objectives. An Annual Self-Evaluation Plan is developed by the Registrar in consultation with Programme Leaders and the administration team, before being submitted for approval by the Academic Council. Once approved, the Self-Evaluation Plan is implemented by the Quality Policy and Procedures Committee (QPPC) which in turn appoints a Self-Evaluation Team for each evaluation project.

The core focus is on outcomes as successful completion of QQI programmes is a core KPI for the organisation. However, in parallel with Chevron's internal audits for ISO9001:2015 purposes, a whole system approach is adopted to consider inputs, processes, operating environments, etc., within any self-evaluation review.

On completion of each self-evaluation project, the QA Policy and Procedures Committee will update the QA document with the findings of the review and, if required, the Programme Leader will implement a Programme Improvement Plan. All self-evaluation reports are considered by the Academic Council which may provide further recommendations for corrective actions, as appropriate.

See Figure 38: Internal Self-Evaluation and Monitoring below.

12.3 Programme Review Schedule

Programme Reviews of Chevron's FET Programmes are undertaken annually with a Programme Report and proposed improvements plan submitted to the Academic Council for review. These reports will inform the Annual Quality Report that will be submitted to QQI. HE programmes delivered with collaborative partner universities are reviewed after each semester.

The Programme Board for QQI validated HET programmes will meet each semester to reflect on the semester, consider results of learner surveys, feedback from the External Examiner(s), lecturer module reviews and any other matters which may inform developments for the semester ahead and/or contribute to the annual monitoring report.

The Director of Academic Affairs is responsible for scheduling Programme Reviews and has oversight of any proposed programme changes or improvements recommended by the Academic Council because of the programme review process. Any changes will be considered in the context of the full programme or stage rather than being reactionary in response to one module or stakeholder group to help maintain the cohesion of the programme.

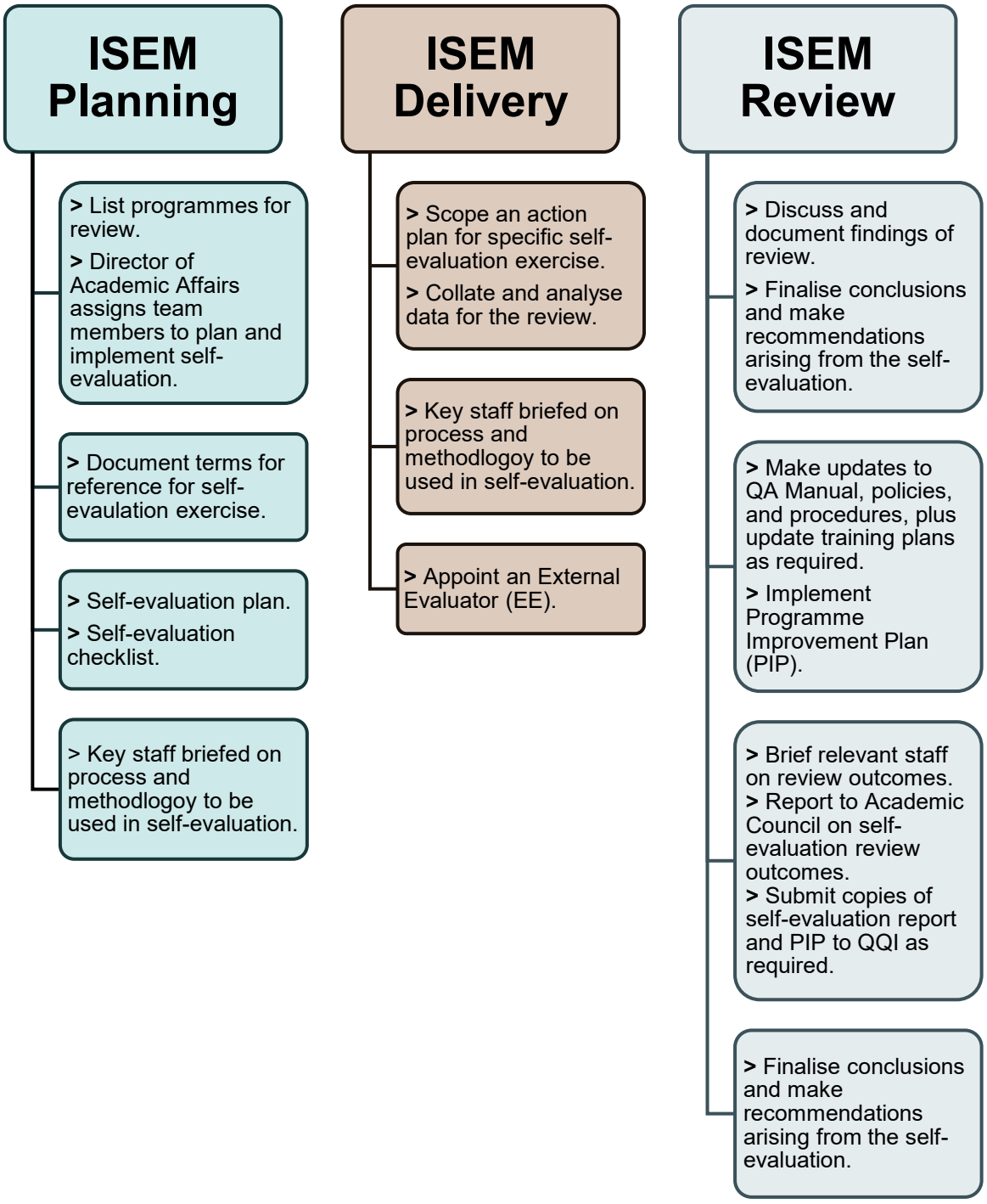

Figure 38: Internal Self-Evaluation and Monitoring Process

12.4 External Evaluation

Self-evaluation also recognises the benefits gained from insights and reports by External Evaluators ('EE'). To ensure objectivity, the EE appointed must be knowledgeable in a range of the following areas:

- Subject area
- Workplace experience
- Application of QA systems in education and training
- Teaching experience.

The EE is independent of programme delivery and is expected to be objective in their recommendations for programme improvement and programme strengths.

12.5 Quality Enhancement

One of the key objectives of self-evaluation is to improve the overall quality of Chevron's services to learners and other stakeholders. In addition, benchmarking exercises also have a role in quality enhancement as they provide comparisons with other providers operating in the sector as outlined in Figure 39: Benefits of Self-Evaluation Process below.

Figure 39: Benefits of Self-Evaluation Process

The review framework at Chevron encompasses three interconnected levels: Programme Review, Provider Review, and External Review, each contributing to the continuous enhancement of quality and performance within the organisation. These levels are designed to ensure that the educational services align with learner needs, organisational goals, and external standards while fostering accountability and transparency.

At the programme level, reviews focus on course-specific elements such as completion rates, module content, and learner feedback. This level also incorporates tutor feedback, CPD (Continuing Professional Development), course administration, and external examiner reports. The aim is to identify opportunities for enhancing course delivery, improving progression and transfer pathways, and ensuring robust document controls. Self-evaluation reports and programme improvement plans are central to this process, allowing Chevron to address gaps and plan validation applications for current programmes.

The provider level reviews Chevron's overarching vision, mission, values, and academic strategy. It includes assessing quality assurance (QA) reports, stakeholder relationships (e.g., QQI), and both internal and external evaluations. This broader perspective evaluates operational aspects like risk analysis, IT and resource allocation, and marketing activities, ensuring that institutional practices align with the strategic priorities and compliance requirements.

Finally, external reviews provide an objective validation of Chevron's quality and standards through external examiner reports, accreditation reviews, and stakeholder feedback. These reviews assess programme validation applications, adherence to ISO 9001:2015 standards, and other regulatory frameworks. The findings inform strategic planning and ensure Chevron's alignment with the wider educational sector.

See Figure 40: Programme, Provider, and External Review Process below.

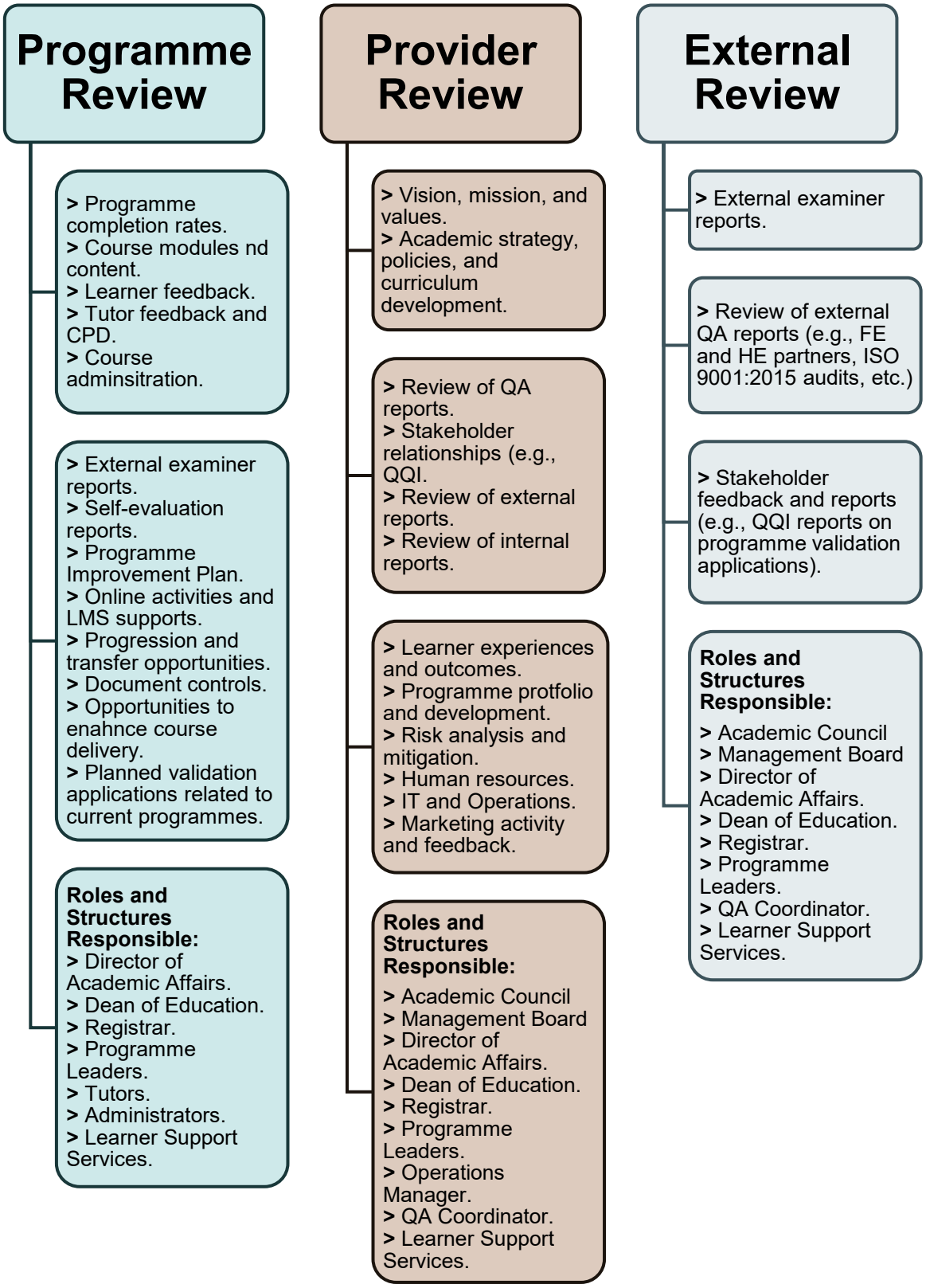

Figure 40: Programme, Provider, and External Review Process

13 LIST OF APPENDICES

13.1 Appendix A: Documents

13.1.1 Document 01: Blank Policy Template

[POLICY TITLE (POL_XX_YY)]

[POL_XX_YY]: Policy Table

POLICY DETAILS			
Policy Name:	[Policy Title Here]		
Policy No:	[POL_XX_YY]	**Version No:**	[VX.X]
Prepared by:	[Role/Structure responsible], [Role/Structure responsible], [continue with relevant roles/structures]		
Policy Owners:	[Role/Structure responsible], [Role/Structure responsible], [continue with relevant roles/structures]		
Approval Date:	[MMM YYYY]	**Review Date:**	[MMM YYYY]
REVISIONS			
Previous Version No:	[VX.X or N/A if new]	**Approved By: / Date:**	[MMM YYYY or N/A if new]
Revision Description:	• [Include a short description of each recent update to this policy in bullet points or N/A if new]	**Approved by:**	[Academic Council if approved or N/A if new]
RELATED ITEMS			
Related Internal	• [Related document / external information with hyperlink		

Documents and/or External Information (if any):	where appropriate] • [Related document / external information with hyperlink where appropriate] • [continue with relevant sources]
Related Policies (if any):	• [Related policy title here with hyperlink] • [Related policy title here with hyperlink] • [continue with relevant policies]

[POL_XX_YY]: Purpose

[The purpose section provides a clear explanation of why the policy exists and what it aims to achieve. This section should address the reason for implementing the policy and its intended outcomes. It clarifies how the policy supports the organisation's goals, values, or legal requirements and helps guide the interpretation and application of the policy.]

[POL_XX_YY]: Scope

[The Scope section defines who and what is covered by the policy. It specifies the individuals, teams, departments, or processes the policy applies to, ensuring everyone understands the boundaries of the policy. This section may also outline any exclusions or limitations, helping to prevent confusion about applicability.]

[POL_XX_YY]: Policy Statement

[The Policy Statement section is the core of the policy. It outlines the organisation's specific rules, guidelines, and procedures related to the subject matter. This section provides detailed instructions on what is expected, what actions must be taken, and any standards that must be met. The content here needs to be clear, unambiguous, and aligned with the purpose and scope.]

[POL_XX_YY]: Roles and Responsibilities

[The Roles and Responsibilities section clarifies who is responsible for implementing, managing, and monitoring the policy. This section should clearly define the roles of individuals, teams, structures, or departments involved in carrying out the policy. It ensures accountability and provides a point of contact for any issues or questions.]

[Note: Read the Policy Structure and Control Policy (POL_03_PSC) for additional information. Connected topics can follow directly after the new/updated policy.]

13.1.2 Document 02: EDI Glossary

Our staff and learners have a diverse range of identities and backgrounds, so to gain a better insight to the different groups within our community, we have developed an EDI glossary of terms, based on the University of York's EDI glossary, to help act as a starting point for a deeper understanding of this area.

At Chevron, we are committed showing respect for individual preferences and aim to avoid assumptions about the identities of our staff and learners. It is important to note that the language that individuals use to describe themselves and/or their identity can often be deeply personal, and the language that one person uses to self-identify may be different from how another person self-identifies, and in addition, this can change over time as new trends, language, and research emerge. Using the incorrect language can, often unintentionally, undermine people's dignity and reinforce exclusion. When in doubt, asking a person how they self-identify is generally the most respectful approach.

We hope this glossary will help to foster an inclusive community where diversity and equality are valued, and everyone feels welcome. This is not an exhaustive document and as such it will be updated over time.

If you have any feedback or suggestions you would like to make, please get in touch by contacting the Registrar (fanahan@chevrongroup.ie).

- **Ableism:** The individual and social discrimination faced by disabled people whereby they are identified as deficient, incomplete or require 'fixing' in some way as a result of them being disabled.
- **Access and Outreach**: Developing channels of support and pathways for underrepresented groups to access higher and further education.
- **Accessibility:** The extent to which a service or facility is readily approachable and usable by individuals with physical, intellectual, learning, cognitive, emotional, or medical conditions such as self-opening doors, elevators for upper levels, speech-to-text, or raised lettering on signs.
- **Affinity Bias**: The tendency to connect with people who look and seem most like oneself. This can result in being more likely to ignore the negative traits of people we like and instead focus on the faults of those people we do not like.
- **Age:** A protected characteristic that identifies how old an individual is and their perceived membership in a collective group identity, which is often socially realised and socially constructed.
- **Agency**: The capacity of a person or group of people to act independently or to make choices for themselves.

- **BIPOC:** An abbreviation that stands for Black, Indigenous and People of Colour and is increasingly used when discussing race and ethnicity. However, it is important to note that not all individuals choose to identify with this term.
- **Carer and Caring Responsibility**: A carer is a person who has total or substantial responsibility for providing help and support to another person (e.g., a partner, a parent, a child, other relative, friend and/or neighbour).
- **Civil Status:** A protected characteristic which identifies the legal status of an individual: single, married, separated, divorced, widowed people, civil partners, and former civil partners.
- **Classism:** Biased attitudes and beliefs that result in systematic negative treatment and oppression toward people and groups based on their social class or perceived social class that prevents individuals from overcoming poverty, causes social injustice, or results in a lack of opportunities related to such things as education and housing.
- **Disability:** A protected characteristic which identifies an individual as having physical, intellectual, learning, cognitive, emotional, or medical conditions of an individual that limits their movements, activities, and/or senses. There is still a tendency in society to incorrectly associate disability only with physical signs of disability such as a person who uses a wheelchair, so it is important to appreciate that individuals may be disabled by factors or impairments that are not visible.
- **Discrimination:** The act of treating an individual unfairly because of an identifying characteristic that is protected under law by the *Equal Status Act, 2000* and the *Employability Equality Acts, 1998 – 2015:* age, civil status, disability, ethnicity, family status, gender, religion, sexual orientation, and membership of the Traveller community.
- **Diversity**: Recognising that everyone is different in a variety of visible and non-visible ways, and that those differences are to be recognised, respected, and valued.
- **Equality:** Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents, and the belief that no one should have poorer life chances because of where, what, or whom they were born, or because of other characteristics.
- **Equity**: Equity relates to the proposition that individuals should be provided with the resources they need to have access to the same opportunities as the general population. Where ‘equality’ sometimes indicates uniformity and the even distribution of resources among all people, ‘equity’ tends to represent the distribution of resources in such a way as to meet the specific needs of individuals by

acknowledging that some groups and individuals require more, or less, resources to access the same opportunities as other people and groups.

- **Ethnicity:** A protected characteristic which identifies an individual as social group a person belongs to, and either identifies with or is identified with by others, as a result of a mix of cultural and other factors including language, diet, religion, ancestry and physical features traditionally associated with race. Race and ethnicity are often used interchangeably, but it is useful to be clear about the difference. Race is a socially constructed term without biological or scientific merit that has historically been used to categorise different groups of people based on perceived physical differences. Ethnicity on the other hand refers to the following shared traits within a particular group of people:
    - a long-shared history of which the group is conscious as distinguishing it from other groups and the memory of which it keeps alive.
    - a cultural tradition of its own including family and social manners, often but not necessarily associated with religious observance.
    - a common, however distant, geographical origin.
    - a common language and literature.
- **Family Status:** A protected characteristic which identifies an individual as
- **Gender:** The social expectations and stereotypes about behaviours, actions, and roles linked to the predominant social system whereby people are believed to be one of only two genders: male or female. Discrimination based on a person's gender, whether perceived or identified, is Sexism.
- **Gender Identity:** An individual's deeply felt internal and individual experience of gender, which may or may not correspond with their natal sex (the sex they were labelled with at birth), including the personal sense of the body. Gender identity is different from a person's sexual orientation. Some people's gender identity is "male" or "female" while other people identify as other genders such as "genderfluid", "non-binary", "genderqueer", or "trans". None of these terms mean the same thing, but all speak to an experience of gender identity that is not simply male or female.
- **Glass Ceiling**: A term used to refer to the barriers, either real or perceived, that prevent a given group from rising beyond a certain level in a hierarchal structure (e.g., workplace).
- **Human Rights:** Human rights are the basic rights and freedoms to which all humans are entitled to ensure people can live freely, are able to flourish, reach their potential, and participate in society.
- **Identity**: The characteristics and qualities of a person, considered collectively, and

regarded as essential to that person's self-awareness. An important dimension of an individual's identity is their relation to a collective group identity, which is often socially realised and socially constructed.

- **Inclusion**: The active creation of a learning, working, and social environment that is welcoming, which recognises and celebrates difference, and is reflected in structures, practices, and attitudes.
- **Inclusive Language**: Language that includes all people regardless of their identifying characteristics in its references (e.g., the statement "a nurse needs to wash her hands thoroughly" excludes men due to the use of the feminine pronoun "her").
- **Intersectionality**: An individual may experience multiple forms of discrimination and systematic social inequality as a result of belonging to more than one social category simultaneously (i.e., their race, ethnicity, gender, religion and sexual orientation, etc.).
- **Lived Experience:** The unique knowledge of what life is like as a unique individual, how they are treated by others, and their experience of navigating the systems and processes that are embedded into the society around them.
- **LGBT+/LQBTQIA+:** LGBT+ is an acronym for Lesbian, Gay, Bisexual and Transgender people. LGBTQIA+ is also used to include queer, intersex, and asexual individuals. The '+' symbol recognises other identities which either do not fall into these categories or are not explicitly referenced, such as queer, intersex, asexual, nonbinary, gender-fluid, aromantic and several others. It is important to acknowledge that while this and other acronyms are widely used by individuals and institutions, the LGBT+ community is not a single homogeneous group and the experiences of all individuals who identify within this wider community are different.
- **Marginalised:** Communities that may have societal disadvantages placed upon them, often based on their identity or social class. People may belong to more than one marginalised community due to their intersectional identity.
- **Neurodiversity and Neurodivergent:** The different ways the brain perceives and interprets information. While it is natural for people to think about things and to see the world differently, neurodiversity highlights the different ways people interpret information as a result of specific conditions, such as autism or dyslexia.
- **Othering**: A process of power play, whereby one individual or group establishes themselves and their attributes as 'normal', and in doing so distances themselves from those they perceive to be different often with the purpose of asserting their superiority over the 'other' group.

- **Positive Action:** An action that seeks to overcome or minimise disadvantages that people who share a protected characteristic have experienced and/or to meet their different requirements (e.g., installing a wheelchair ramp with wheelchair users in mind).
- **Positive Discrimination:** Treating an individual or group with a protected characteristic more favourably to counteract the effects of past discrimination in such a way that is considered unlawful (e.g., promoting or recruiting an individual on the basis of a protected characteristic that they hold, despite having failed to demonstrate that they are qualified to perform the role).
- **Prejudice:** Judging, perpetuating stereotypes or making assumptions about people without knowing them as individuals. Prejudice is often undertaken on the basis of what an individual looks like or what group they belong to.
- **Privilege**: The unearned social power (set of advantages, entitlements and benefits) afforded by the formal and informal institutions and structures of a society to the members of a dominant or group with power over others (e.g., white people are less likely to notice or acknowledge racism because they do not live the life of a person of colour who is more likely to experience racism).
- **Protected Characteristic**: A term used to describe the characteristics that people have in relation to which they are protected against discrimination and/or harassment under law: age, civil status, disability, ethnicity, family status, gender, religion, sexual orientation, and membership of the Traveller community.
- **Race:** The idea that the human species is divided into distinct groups on the basis of inherited physical and behavioural differences. Genetic studies in the late 20th century refuted the existence of biogenetically distinct races, and scholars now argue that “races” are cultural interventions reflecting specific attitudes and beliefs that were imposed on different populations in the wake of western European conquests beginning in the 15th century.
- **Racism:** Prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people based on their membership of a perceived racial or ethnic group, typically one that is a minority or marginalized.
- **Refugee:** An individual who is in need of protection and would be at risk of persecution due to reasons of race, religion, nationality, membership of a particular social group or political opinion if they returned to their country of nationality.
- **Religion:** A protected characteristic which identifies the belief and philosophical system that an individual believes to be true typically relating to the service and worship of a supernatural entity/entities, including lack of belief.

- **Sex:** A set of biological attributes that is primarily associated with male or female physical and physiological features including chromosomes, gene expression, hormone levels and function, and reproductive/sexual anatomy. This is different to gender which is a social construct.
- **Sexism:** Discrimination based on a person's sex and/or gender identity (e.g., limiting someone's employment and other opportunities based on their sex or gender).
- **Sexual Orientation:** A protected characteristic which identifies an individual's inherent or immutable enduring emotional, romantic, and/or sexual attraction to a set group of people, including a lack of attraction.
- **Sizeism:** The mistreatment of, or discrimination of, people based on their perceived (or self-perceived) body size or shape.
- **Stereotypes:** A fixed mental impression of particular individuals or groups of people sharing the same characteristics, behaviour, or intentions and labelling these individuals all in the same way (e.g., all young people who wear hoodies are thugs).
- **Traveller/Travelling Community:** A protected characteristic which identifies an individual as an ethnic group of people who are identified (both by themselves and others) as people with a shared history, culture, and traditions including, historically, a nomadic way of life on the island of Ireland.
- **Unconscious Bias**: The unconscious associations and beliefs that are said to form outside of our own conscious awareness which may lead to positive or negative inclinations towards or against other people, groups, or communities.
- **Underrepresented Groups**: refers to groups of people who are insufficiently or inadequately represented, relative to their representation in broader society. People within these groups may be subject to barriers and forms of discrimination.
- **Universal design:** Where "accessibility" primarily refers to design for a specific group of people such as a blind user, "universal design" is the process of creating an environment in which the products, services, facilities and resources can be accessed, understood and used to the greatest extent possible by all people, regardless of their age, size, ability, or disability.

13.1.3 Document 03: New Programme Concept Approval Form

New Programme Concept Approval Form			
Programme Name:	[Suggested Programme Title]		
NFQ Level:	[X]	**Proposed Award:**	[Major, Minor, or Special Purpose]
[FET/HET] Credits:	[XX]	**Duration:**	[XX days/months]
Delivery Mode:		**Delivery Method:**	
Expected Enrolment per Cohort:			
Entry requirements:			
Description:			
Rationale:			
Resources Required:			
Submitted to QPPC:		DD/MM/YYYY	
Approved by QPPC?		Yes ☐	No ☐
Approved by QPPC:		DD/MM/YYYY	
Submitted to Academic Council:		DD/MM/YYYY	

Approved by Academic Council?	Yes ☐	No ☐
Approved by Academic Council:	DD/MM/YYYY	
Additional Comments:		

13.1.4 Document 04: Learner Refund Application Form

Sample Learner Refund Application Form

Section A: Personal Details

Full Name	Click or tap here to enter text.
Address	Click or tap here to enter text.
Contact Number	Click or tap here to enter text.
Email Address	Click or tap here to enter text.
Learner ID (if known)	Click or tap here to enter text.

Section B: Course Details

Programme Name	Click or tap here to enter text.
Programme Stage	Click or tap here to enter text.
Start Date	Click or tap here to enter text.

Section C: Refund Details

Reason for Refund Request	☐ Withdrawal ☐ Overpayment ☐ Other: Click or tap here to enter text.
Amount Paid	€ Click or tap here to enter text.
Amount Requested	€ Click or tap here to enter text.
Payment Method	☐ Bank Transfer ☐ Credit/Debit Card ☐ Other: Click or tap here to enter text.

Section D: Bank Details (if applicable)

Bank Name	Click or tap here to enter text.
Account Holder Name	Click or tap here to enter text.
IBAN	Click or tap here to enter text.
BIC/SWIFT Code	Click or tap here to enter text.

Section E: Declaration

I confirm that the information provided in this application is true and accurate to the best of my knowledge. I understand that Chevron College will process this refund request in line with its refund policy and that incomplete forms may result in delays.

Signature	Click or tap here to enter text.
Date	Click or tap here to enter text.

Section F: For Office Use Only

Application Received By	Click or tap here to enter text.
Date Received	Click or tap here to enter text.
Amount Approved	Click or tap here to enter text.
Authorised By	Click or tap here to enter text.
Date Authorised	Click or tap here to enter text.
Payment Processed By	Click or tap here to enter text.

Section F: For Office Use Only

Application Received By	Click or tap here to enter text.

Date Received	Click or tap here to enter text.
Amount Approved	Click or tap here to enter text.
Authorised By	Click or tap here to enter text.
Date Authorised	Click or tap here to enter text.
Payment Processed By	Click or tap here to enter text.
Payment Date	Click or tap here to enter text.

13.1.5 Document 05: Sample Learner Deferral Application Form

Section A: Personal Details

Full Name	Click or tap here to enter text.
Address	Click or tap here to enter text.
Contact Number	Click or tap here to enter text.
Email Address	Click or tap here to enter text.
Learner ID (if known)	Click or tap here to enter text.

Section B: Course Details

Programme Name	Click or tap here to enter text.
Programme Stage	Click or tap here to enter text.
Start Date	Click or tap here to enter text.

Section C: Deferral Request Details

Reason for Deferral	☐ Medical ☐ Financial ☐ Personal ☐ Other: Click or tap here to enter text.
Proposed Deferral Start Date	Click or tap here to enter text.
Proposed Return Date	Click or tap here to enter text.
Supporting Documents Provided (if applicable)	Click or tap here to enter text.

Section D: Declaration

I confirm that the information provided in this application is true and accurate to the best of my knowledge. I understand that Chevron College will process this deferral request in line with its deferral policy and that incomplete forms may result in delays.

Signature	Click or tap here to enter text.
Date	Click or tap here to enter text.

Section E: For Office Use Only

Application Received By	
Date Received	
Deferral Approved	
Approved By	
Date Approved	
Notes/Comments	

13.1.6 Document 06: Sample Recruitment Rubric

A. Applicant Details

Name of Applicant	Click or tap here to enter text.
Contact Email	Click or tap here to enter text.
Contact Number	Click or tap here to enter text.
Role Applied For	Click or tap here to enter text.
Date of Interview	Click or tap here to enter text.

B. Interview Criteria

Criteria	Weighting (%)	Score (1-5)	Comments
1. Qualifications	Weighting %.	Score 1-5.	Click or tap here to enter text.
2. Relevant Experience	Weighting %.	Score 1-5.	Click or tap here to enter text.
3. Skills and Competencies	Weighting %.	Score 1-5.	Click or tap here to enter text.
4. Communication Skills	Weighting %.	Score 1-5.	Click or tap here to enter text.
5. Technical/IT Skills	Weighting %.	Score 1-5.	Click or tap here to enter text.
6. Other:	Weighting %.	Score 1-5.	Click or tap here to enter text.
TOTAL	**100%**	Score 1-5.	Click or tap here to enter text.

C. Post Interview Decision

Decision		Rationale
Invite for subsequent round of interviews	☐	Click or tap here to enter text.
Reject application	☐	Click or tap here to enter text.
Preliminary approval pending references	☐	Click or tap here to enter text.
Hold for further consideration	☐	Click or tap here to enter text.
Final approval	☐	Click or tap here to enter text.

D. Interviewer Details

Interviewer Name	Click or tap here to enter text.
Interviewer Role	Click or tap here to enter text.
Date	Click or tap here to enter text.

E. Overall Result

No. of Interviewers	Click or tap here to enter text.
Average Score	Click or tap here to enter text.
Overall Decision	Click or tap here to enter text.

Instructions for Use

1. Criteria

- Each criterion is intentionally general and can be adapted for specific roles (e.g., "Skills and Competencies" may focus on technical skills for IT roles or teaching skills for academic roles).
- “Role-Specific Requirements” allows the panel to address unique expectations for the role.

2. Weighting

- Assign a percentage weighting to each criterion. The total must add up to **100%**. For example:
    - Qualifications: 10%
    - Relevant Experience: 20%
    - Skills and Competencies: 15%, etc.

3. Scoring

- Score candidates on a scale of **1–5** for each criterion:
    - **1** – Unsatisfactory
    - **2** – Below Expectations
    - **3** – Meets Expectations
    - **4** – Above Expectations
    - **5** – Excellent

4. Comments

- Include observations to justify the score or highlight areas of strength/concern.

Guidelines for Panel Members

- Use this rubric to score candidates during the interview and/or application review.
- Weighting can be adjusted based on the role's priorities.
- Ensure transparency, fairness, and consistency across all candidates.
- Collate scores from all panel members for final evaluation and comparison.

13.1.7 Document 07: AI System Risk Assessment Template

1. System Overview

- **System Name:** Enter system name.
- **Description:** Brief description of the AI system and its intended purpose.
- **Responsible Team/Department:** Enter team or department name.

2. Risk Identification

- **Potential Risks:** List potential risks associated with the system, e.g., bias, data breaches, inaccuracies.
- **Stakeholders Affected:** Identify groups affected, e.g., students, staff, administrators.

3. Risk Mitigation Measures

- **Ethical Safeguards:** List safeguards, e.g., bias detection algorithms, ethical review process.
- **Data Protection:** Outline measures for GDPR compliance, anonymisation, and encryption.
- **Testing Protocols:** Specify testing protocols and benchmarks for pre-deployment.

4. Monitoring and Review

- **Performance Metrics:** Define KPIs for ongoing system performance evaluation.
- **Review Schedule:** Specify review frequency, e.g., quarterly, bi-annually.
- **Incident Reporting Protocol:** Outline steps for reporting and addressing system failures or issues.

5. Approval

- **AI Governance Board Sign-Off:** Include approval signature or digital confirmation field.

Date of Approval: Insert date.

13.1.8 Document 08: AI System Incident Response Protocol

1. Incident Identification

- **Incident Types:** Define types of incidents covered, e.g., data breaches, algorithmic errors, system malfunctions.
- **Detection Methods:** Specify how incidents are detected, such as automated alerts, user reports, or audits.

2. Incident Reporting

- **Reporting Channels:** Provide clear communication channels for reporting incidents, e.g., email, online forms, helpdesk.
- **Reporting Requirements:** Include the information required when reporting, such as a description, date, time, and affected stakeholders.

3. Initial Assessment

- **Impact Analysis:** Assess the severity of the incident, affected systems, and stakeholder impact.
- **Immediate Actions:** Outline steps to mitigate immediate risks, such as disabling affected systems or isolating the issue.

4. Resolution and Recovery

- **Root Cause Analysis:** Investigate the root cause of the incident and document findings.
- **Resolution Steps:** Define steps for resolving the issue, including patching, reconfigurations, or retraining AI models.
- **Recovery Measures:** Specify actions to restore normal operations and verify the issue is resolved.

5. Documentation and Reporting

- **Incident Reports:** Ensure all incidents are documented in an incident report, including the cause, resolution, and preventive measures.
- **Stakeholder Communication:** Communicate resolution outcomes to affected stakeholders as appropriate.

6. Preventive Measures

- **Process Improvements:** Implement changes to minimise future incidents, e.g., enhanced monitoring, better training, or updated protocols.

- **Audit and Review:** Conduct a post-incident review to evaluate the effectiveness of the response and identify areas for improvement.

7. Approval

- **AI Governance Board Sign-Off:** [Include approval signature or digital confirmation field]

Date of Approval: [Insert date]

13.1.9 Document 09: AI System Monitoring Checklist

1. System Monitoring

- **Performance Metrics:**
  - ☐ Key Performance Indicators (KPIs) tracked include accuracy, efficiency, and user satisfaction.
  - ☐ Benchmark metrics established for system functionality.
- **Automated Monitoring:**
  - ☐ Alerts set up for detecting anomalies, errors, or deviations from expected outputs.
- **Manual Monitoring:**
  - ☐ Periodic manual checks by designated staff to validate system performance.

2. Data Monitoring

- **Data Integrity:**
  - ☐ Ensure datasets used are up-to-date and free from corruption.
- **Bias Detection:**
  - ☐ Regular audits to identify and rectify any biases in datasets or algorithms.
- **Privacy Compliance:**
  - ☐ Verify ongoing adherence to data anonymisation and GDPR compliance.

3. Incident Detection

- **Error Reporting:**
  - ☐ Maintain a log for errors detected by automated systems or reported by users.
- **System Logs:**
  - ☐ Regularly review system logs for signs of unusual activity or potential issues.

4. Review and Audit

- **Frequency of Audits:**
  - ☐ Conduct internal audits on a quarterly basis.
  - ☐ Engage third-party experts for an annual independent review.
- **Documentation:**

- ☐ Maintain records of all monitoring activities, detected issues, and resolutions.

- **Governance Review:**
  - ☐ Submit monitoring reports to the AI Governance Board for review and feedback.

5. Stakeholder Communication

- **Feedback Mechanisms:**
  - ☐ Provide stakeholders with channels to report issues and suggest improvements.
- **Transparency:**
  - ☐ Share key monitoring findings with relevant stakeholders in a timely manner.

6. Preventive Measures

- **Proactive Updates:**
  - ☐ Implement system updates based on monitoring insights to prevent potential failures.
- **Training and Awareness:**
  - ☐ Provide ongoing training for staff to recognise and address monitoring concerns effectively.

13.1.10 Document 10: Change of Mode of Delivery Form

Guidelines for Reviewers

- This form is to be used to review and propose the move of an existing Chevron College programme from face to face to blended delivery, and/or blended delivery to fully online delivery.
- This review may be in addition to or to replace the current mode(s) of delivery.
- Ensure that the proposed programme aligns with the relevant awarding body's QA documentation in advance of submitting this review form.
- All five sections must be completed.
- This form is to be completed by the programme leader for the current programme and submitted to the QPPC in the first instance. If approved by the QPPC, it will be sent to the Academic Council for approval by the Chair of the QPPC.

Section 1: Administrative Details

PROGRAMME DETAILS				
Programme title	Programme title.			
NFQ level & credits	NFQ.		Credits.	
Currently approved mode(s) of delivery	Mode(s) of delivery.			
Proposed change to mode of delivery	**Addition**	☐	**Replace**	☐
Programme leader	Programme leader name(s).			
Date of review	DD/MM/YYYY.			
Reviewed by	Reviewer name(s).			

Section 2: Summary of Proposal

SUMMARY
Brief rationale for moving to fully online delivery. This must include research data such as prospective learners, employers, industry experts, etc.
Rationale.
Anticipated implementation date (DD/MM/YYYY)
DD/MM/YYYY.

Section 3: Compliance & Quality Checklist

All items **must** be satisfied before proceeding to rubric scoring. If any box remains unticked, stop the process and record actions required.

REQUIREMENT	YES	NO
Aligned with relevant awarding body guidelines?	☐	☐
GDPR compliant?	☐	☐
Programme content has been developed for fully online delivery	☐	☐
Online academic integrity safeguards in place?	☐	☐
Programme content is accessible?	☐	☐
Teaching staff have completed internal online pedagogical CPD?	☐	☐
Stakeholder consultation completed (learners, staff, employers)?	☐	☐
ACTIONS	Comments if applicable.	

Section 4: Evaluation Rubric

5 = Excellent | 4 = Good | 3 = Satisfactory | 2 = Limited | 1 = Inadequate

CRITERIA	RATING (5 TO 1)					COMMENTS
Curriculum Suitability: learning outcomes achievable online, delivery of curriculum achievable online, etc.	**5**	**4**	**3**	**2**	**1**	Comments if applicable.
	☐	☐	☐	☐	☐	
Digital Pedagogy: interactive design, engagement, synchronous/asynchronous balance, etc.	**5**	**4**	**3**	**2**	**1**	Comments if applicable.
	☐	☐	☐	☐	☐	
Technology Infrastructure: reliable, supported, effective, etc.	**5**	**4**	**3**	**2**	**1**	Comments if applicable.
	☐	☐	☐	☐	☐	
Learner Digital Readiness & Support: orientation, tutoring, wellbeing, inclusive design, etc.	**5**	**4**	**3**	**2**	**1**	Comments if applicable.
	☐	☐	☐	☐	☐	
Assessment Integrity: authentication, proctoring, academic honesty, etc.	**5**	**4**	**3**	**2**	**1**	Comments if applicable.
	☐	☐	☐	☐	☐	

Financial Sustainability: projected cost / revenue, resourcing, etc.	**5**	**4**	**3**	**2**	**1**	Comments if applicable.
	☐	☐	☐	☐	☐	
Staff Capability: appropriately trained staff, workload planning sufficient, etc.	**5**	**4**	**3**	**2**	**1**	Comments if applicable.
	☐	☐	☐	☐	☐	
Strategic Fit: alignment with strategic goals, values, college charter, etc.	**5**	**4**	**3**	**2**	**1**	Comments if applicable.
	☐	☐	☐	☐	☐	
TOTAL SCORE	XX/40.			**OVERALL COMMENTS**		Comments if applicable.

Section 5 – Panel Decision & Action Plan

RECOMMENDATION			
SCORE	**QPPC ACTION**		
32, 40	Review and submit to Academic Council for approval.		
23, 31	Review and ask staff to resolve gaps identified and resubmit.		
≤ 22	Review and staff must significantly update the form before resubmitting.		
Date	DD/MM/YYYY.	**Chair of QPPC**	Name(s).

ACADEMIC COUNCIL DECISION			
Approve	☐	Move to new mode of delivery.	
Conditional	☐	Conditionally approve, implement identified improvements and re-audit within 6 months.	
Reject	☐	Do not approve, significant issues, revisit proposal after substantive revision.	
Date	DD/MM/YYYY.	**Chair of AC**	Name(s).

ACTION	**PERSON RESPONSIBLE**	**DEADLINE**
Action.	Name(s).	DD/MM/YYYY.
Action.	Name(s).	DD/MM/YYYY.

Action.	Name(s).	DD/MM/YYYY.

13.1.11 Document 11: Extenuating Circumstances Form

A. DEFINITIONS

Extenuating Circumstances refer to cases of serious unforeseen or unpreventable circumstances. Learners who fail to attend classes, fail to submit assessments, or who fail to submit an assignment on the required date are advised to notify the College of any extenuating circumstances that might apply to their situation within **ten working days** of the incident.

An application to appeal against an extenuating circumstances decision must be submitted to complaints@chevroncollege.ie within **ten working days** of the decision being communicated to the learner. Any appeal submitted outside this timeframe will not be accepted. Disagreement with the original decision is not considered grounds for an appeal.

The following are the only grounds for appeal:

- A failure on the part of the College to consider information made available to the College that would have influenced the decision.
- An irregularity in the application of the procedure for considering the application for extenuating circumstances.

Before completing this form, please read the Reasonable Accommodations Policy (6.18) and the Extenuation section (6.19) in the College's quality assurance manual for detailed information related to the application of extenuating circumstances against possible lack of engagement with the College.

Please complete section B parts 1, 2, 3, & 4, and email this completed form and all supporting evidence to your programme administrator.

B. LEARNER PERSONAL INFORMATION & DECLARATION

1. Personal Details

To be completed by learner

Learner Number	Enter student number here.
First Name(s)	Enter first name(s) here.
Last Name(s)	Enter last name(s) here.
Programme	Enter the name of the programme.
Current Stage	Enter current semester/term/stage.

2. Nature of Extenuating Circumstances

To be completed by learner

Please tick the box below which best describes your extenuating circumstance. Clear and legible original supporting evidence must be supplied in physical and/or digital format as requested.		
Physical/mental illness, injury, or hospitalisation		☐
Serious family illness (specify relationship):	Click or tap here to enter text.	☐
Bereavement (specify relationship):	Click or tap here to enter text.	☐
Involvement in an accident		☐
Domestic emergency (e.g. fire)		☐
Victim of crime		☐
Visa appointment (where attendance in person is required)		☐
Other, please specify below:		☐
Click or tap here to enter text.		
Please describe your circumstances. Be specific as to the impact of these circumstances on your academic performance.		
Click or tap here to enter text.		

3. Impact of Extenuating Circumstances

To be completed by learner

Please indicate the impact of these extenuating circumstances on your engagement with the College. Complete the dates for any of the statements below that are relevant. If a section is not relevant, leave blank.			
I was unable to attend scheduled classes…			
From	Click or tap to enter a date.	**To**	Click or tap to enter a date.
I was unable to engage in learning activities (e.g. final exam, practical, etc) …			
From	Click or tap to enter a date.	**To**	Click or tap to enter a date.
I was unable to submit an assessment…			
From	Click or tap to enter a date.	**To**	Click or tap to enter a date.
Please add any clarification or explanation regarding the above impacts.			
Click or tap here to enter text.			
Details of assessments affected (if applicable)			

Please complete the table for each assessment affected.		
Module title	**Type of assessment missed**	**Submission deadline**
Enter module title here.	Choose type of assessment.	Click or tap to enter a date.
Enter module title here.	Choose type of assessment.	Click or tap to enter a date.
Enter module title here.	Choose type of assessment.	Click or tap to enter a date.
Enter module title here.	Choose type of assessment.	Click or tap to enter a date.
Enter module title here.	Choose type of assessment.	Click or tap to enter a date.
Enter module title here.	Choose type of assessment.	Click or tap to enter a date.

4. Checklist & Declaration

To be completed by learner

Please note that if all relevant parts are not completed, there may be a delay in reviewing your application and/or your application may be dismissed if outside the period allowed.

Checklist	**Check**
I have read and understood the *Extenuating Circumstances* section of the QA Manual.	☐
I have completed the *Personal Details* section.	☐
I have completed the Nature of Extenuating Circumstances section.	☐
I have completed the Impact of Extenuating Circumstances section.	☐
I have provided the relevant required supporting evidence in my email.	☐
I confirm that, to the best of my knowledge, all information provided is accurate.	☐
Date of application	Select date here.

C. OUTCOME (COMPLETED BY THE COLLEGE)

1. Initial Verification Checklist

Question	Check
Received within the 10-day window?	☐
Dates & times selected?	☐
Personal details section complete?	☐
Checklist & declaration section complete?	☐
Module(s) and assessment(s) listed?	☐
Confirmed by	Enter name here.

2. Accessing Application Validity

Viable timeslot available?	Yes ☐	No ☐
If yes, note the timeslot selected	1. Select a date and time.	
If not, offer other options.	1. Select a date and time.	
	2. Select a date and time.	
	3. Select a date and time.	
	4. Select a date and time.	
Confirmed by	Enter name here.	
Date	Select date here.	

13.1.12 Document 12: Tutor Observation and Feedback Form

Guidance for Observers

- Complete all relevant sections based on direct observation of the tutor's practice.
- Use specific, evidence-based comments under each criterion rather than general impressions.
- Apply the 1–5 rating scale consistently, where 1 represents unsatisfactory practice and 5 represents excellent practice.
- Summarise observed strengths and areas for improvement clearly in Section 3.
- Use Section 4 to outline agreed development actions and supports, if applicable.
- Encourage the tutor to complete their reflection in Section 5 after the feedback discussion.
- Maintain a supportive, professional, and developmental approach throughout.

1. Observation Details

Tutor Name	Click or tap here to enter text.
Observation Name	Click or tap here to enter text.
Date of Observation	DD/MM/YYYY.
Programme Title	Click or tap here to enter text.
Module Title	Click or tap here to enter text.
Delivery Mode	Click or tap here to enter text.
Location	Click or tap here to enter text.
Duration Observed	Click or tap here to enter text.
Stage of Programme	Click or tap here to enter text.
Number of Learners Present	Click or tap here to enter text.

2. Observation Criteria

2.1 Lesson Preparation and Organisation

CRITERIA	COMMENTS	RATING (1-5)
Learning outcomes and session objectives are clearly defined and communicated.	Click or tap here to enter text.	Click or tap here to enter text.
Session is well-structured and follows a coherent sequence.	Click or tap here to enter text.	Click or tap here to enter text.
Teaching materials and resources are appropriate and effectively used.	Click or tap here to enter text.	Click or tap here to enter text.
Technology (if applicable) is used competently to support learning.	Click or tap here to enter text.	Click or tap here to enter text.

2.2 Teaching and Learning Strategies

CRITERIA	COMMENTS	RATING (1–5)
Tutor demonstrates subject expertise and confidence.	Click or tap here to enter text.	Click or tap here to enter text.
Methods used promote learner participation and engagement.	Click or tap here to enter text.	Click or tap here to enter text.
Activities are aligned with learning outcomes and assessment criteria.	Click or tap here to enter text.	Click or tap here to enter text.
Teaching accommodates diverse learning needs and learning styles.	Click or tap here to enter text.	Click or tap here to enter text.

2.3 Communication and Interaction

CRITERIA	COMMENTS / EVIDENCE	RATING (1–5)
Tutor communicates clearly and effectively.	Click or tap here to enter text.	Click or tap here to enter text.
Encourages questions and discussion.	Click or tap here to enter text.	Click or tap here to enter text.
Responds constructively to learner input.	Click or tap here to enter text.	Click or tap here to enter text.
Manages group dynamics and learner behaviour appropriately.	Click or tap here to enter text.	Click or tap here to enter text.

2.4 Learning Environment and Resources

CRITERIA	COMMENTS	RATING (1–5)
Learning environment (physical or virtual) is inclusive, supportive, and conducive to learning.	Click or tap here to enter text.	Click or tap here to enter text.
Resources are accessible and well-organised.	Click or tap here to enter text.	Click or tap here to enter text.
Learners are encouraged to use supplementary resources (e.g., Moodle, library, readings).	Click or tap here to enter text.	Click or tap here to enter text.
Online delivery: camera/microphone use, chat engagement, and breakout room facilitation are appropriate.	Click or tap here to enter text.	Click or tap here to enter text.

2.5 Assessment and Feedback

CRITERIA	COMMENTS / EVIDENCE	RATING (1–5)
Tutor links lesson content to assessment requirements.	Click or tap here to enter text.	Click or tap here to enter text.
Provides formative feedback and guidance to support learning.	Click or tap here to enter text.	Click or tap here to enter text.
Demonstrates awareness of academic integrity and assessment fairness.	Click or tap here to enter text.	Click or tap here to enter text.
Encourages reflective practice and learner autonomy.	Click or tap here to enter text.	Click or tap here to enter text.

3. Overall Evaluation

Examples of Best Practice	Click or tap here to enter text.				
Opportunities for Improvement	Click or tap here to enter text.				
Overall Rating					
Excellent	☐	**Satisfactory**	☐	**Unsatisfactory**	☐

4. Action Plan (if applicable)

Development Goal	Click or tap here to enter text.
Action/Supports Required	Click or tap here to enter text.
Target Date	DD/MM/YYYY.

5. Tutor Reflection (to be completed post-feedback)

The tutor should reflect on the observation feedback and outline intended actions for enhancement.

Tutor Reflection
Click or tap here to enter text.

6. Signatures

Observer Signature	Click or tap here to enter text.	**Date**	DD/MM/YYYY.
Tutor Signature	Click or tap here to enter text.	**Date**	DD/MM/YYYY.

13.1.13 Document 13: Programme Design Checklist

Overview

This checklist supports Programme Development Teams (PDT) in applying Chevron College's Programme and Module Design Framework when designing new programmes or updating existing ones. It should be used at the early design stage and revisited throughout development to confirm that all proposed programme and module modalities comply with regulatory, pedagogical, operational, and learner-centred requirements set out in the Framework. Each item in the checklist aligns with a specific aspect of the Framework and enables PDTs to verify that decisions are coherent, evidence-based, and consistent with Chevron's approved quality assurance policies. Programme teams should work through the checklist systematically, ensuring that every criterion is addressed before documentation is finalised for internal review and approval.

1. Proposed Programme Information

Programme Information	**Details**			
Programme Title	Click or tap here to enter text.			
NFQ Level	Click or tap here to enter text.			
Award Class	Click or tap here to enter text.			
Credits (select one)	**FET**	Credits.	**HET**	Credits.
Award Code	Click or tap here to enter text.			
Mode of Delivery	Click or tap here to enter text.			
Programme Development Team	Click or tap here to enter text.			

1.1 Proposed Module Information

Module Title	**Mode of Delivery**	**Credits**
Click or tap here to enter text.	Click or tap here to enter text.	Credits.
Click or tap here to enter text.	Click or tap here to enter text.	Credits.

Click or tap here to enter text.	Click or tap here to enter text.	Credits.
Click or tap here to enter text.	Click or tap here to enter text.	Credits.
Click or tap here to enter text.	Click or tap here to enter text.	Credits.
Click or tap here to enter text.	Click or tap here to enter text.	Credits.

2. Regulatory, Legislative and Standards Compliance

Question	Yes/No	Comment
Have we checked compliance with QQI policies (QP10, QP11, QP12, QP17, QP20)?	Yes/No.	Click or tap here to enter text.
Are relevant QQI Statutory QA Guidelines (QG1, QG2, QG6, QG8) fully addressed?	Yes/No.	Click or tap here to enter text.
Are NFQ award standards reflected in programme and module design?	Yes/No.	Click or tap here to enter text.
Have we considered relevant professional/sectoral requirements (Tusla, ELC, social care, counselling, healthcare, safeguarding, etc.)?	Yes/No.	Click or tap here to enter text.
Have we applied accessibility, inclusion and equality obligations (UDL, Disability Act 2005, Equal Status Acts)?	Yes/No.	Click or tap here to enter text.
Have GDPR obligations (Articles 5 and 32) been addressed in relation to assessment, data handling and digital systems?	Yes/No.	Click or tap here to enter text.
If applicable, have we considered EU Digital Education Action Plan or EU AI Act obligations?	Yes/No.	Click or tap here to enter text.

3. Programme Outcomes

Question	Yes/No	Comment
Do learning outcomes align directly with the chosen modality?	Yes/No.	Click or tap here to enter text.
Can all outcomes be achieved by learners regardless of geographical location or mode?	Yes/No.	Click or tap here to enter text.
Has learner workload been mapped transparently for the proposed NFQ level and credit volume?	Yes/No.	Click or tap here to enter text.
Does the PDT include appropriate expertise (subject, learning design, ed-tech, IT/library/support)?	Yes/No.	Click or tap here to enter text.
Are resource and budget implications for online/blended delivery planned (development time, digital content, staffing)?	Yes/No.	Click or tap here to enter text.
Are approved institutional templates and minimum digital standards used?	Yes/No.	Click or tap here to enter text.

4. Learning and Curriculum Design

Question	Yes/No	Comment
Is the curriculum intentionally learner-centred and informed by good practice in digital education?	Yes/No.	Click or tap here to enter text.
Have we used CO-CREATES (or equivalent) to map outcomes, teaching activities, and assessment?	Yes/No.	Click or tap here to enter text.
Are synchronous sessions structured with active learning?	Yes/No.	Click or tap here to enter text.
Are asynchronous materials interactive, accessible, and clearly signposted?	Yes/No.	Click or tap here to enter text.

Question	Yes/No	Comment
Is there a balanced blend of individual learning, collaborative tasks, and guided teaching?	Yes/No.	Click or tap here to enter text.
Has learner workload (contact/non-contact hours) been calculated and documented?	Yes/No.	Click or tap here to enter text.
Are expectations for attendance, engagement and participation clearly stated?	Yes/No.	Click or tap here to enter text.

5. Learning Materials and Resources

Question	Yes/No	Comment
Have appropriate digital tools, platforms and media types been selected?	Yes/No.	Click or tap here to enter text.
Are materials accessible and aligned with UDL principles?	Yes/No.	Click or tap here to enter text.
Where OER are used, have licensing and adaptation requirements been checked?	Yes/No.	Click or tap here to enter text.
Are materials tested for reliability across devices and bandwidth levels?	Yes/No.	Click or tap here to enter text.
Has peer review (academic and digital quality check) taken place?	Yes/No.	Click or tap here to enter text.
Have we documented expected learner time for each resource type?	Yes/No.	Click or tap here to enter text.
Is there a defined schedule for updating digital materials?	Yes/No.	Click or tap here to enter text.

6. Assessment and Feedback

Question	Yes/No	Comment
Do assessments support Assessment OF, FOR and AS Learning?	Yes/No.	Click or tap here to enter text.
Are assessment types authentic, varied, and mapped to programme and module learning outcomes?	Yes/No.	Click or tap here to enter text.
Is assessment design feasible in the chosen modality (e.g., identity verification, academic integrity, online proctoring if used)?	Yes/No.	Click or tap here to enter text.
Are electronic submission and feedback methods consistent with institutional protocols?	Yes/No.	Click or tap here to enter text.
Have risks relating to plagiarism, contract cheating and AI-generated content been addressed in line with the Academic Integrity Policy?	Yes/No.	Click or tap here to enter text.
Have cultural or religious considerations been reflected in assessment timing (especially for international cohorts)?	Yes/No.	Click or tap here to enter text.

7. Evaluation and Continuous Improvement

Question	Yes/No	Comment
Have we followed Chevron's Self-Evaluation, Monitoring and Review processes?	Yes/No.	Click or tap here to enter text.
Have we planned how learning analytics will be used to monitor engagement?	Yes/No.	Click or tap here to enter text.
Is there a method for identifying at-risk learners and early interventions?	Yes/No.	Click or tap here to enter text.
Will learner feedback be collected, analysed, and shared with staff and learners?	Yes/No.	Click or tap here to enter text.

Question	Yes/No	Comment
Are mechanisms in place for regular review, including employers, graduates and external stakeholders?	Yes/No.	Click or tap here to enter text.
Is there scope for innovation pilots or research activity to enhance digital pedagogy?	Yes/No.	Click or tap here to enter text.

8. Module-Level Modality Considerations

Question	Yes/No	Comment
Has the proposed mode been deemed suitable for the specific module learning outcomes?	Yes/No.	Click or tap here to enter text.
Does the module content require in-person delivery (e.g., practical skills, labs, studio work, clinical practice)?	Yes/No.	Click or tap here to enter text.
For online modules, is asynchronous learning designed with clear structure, accessible materials and engagement opportunities?	Yes/No.	Click or tap here to enter text.
Are support needs (e.g., digital skills, office hours, check-ins) clearly described?	Yes/No.	Click or tap here to enter text.
Does the module include secure and feasible assessment arrangements?	Yes/No.	Click or tap here to enter text.

13.2 Appendix B: Figures

#	FIGURES TITLE
01	Management Board Oversight of Chevron College Work Streams
02	Academic Review Responsibilities within Chevron
03	PDCA Approach to Programme Reviews
04	Governance Domains within Chevron
05	Corporate Governance Roles
06	Academic Governance Structures
07	Academic Council Structure
08	New Programme Design and Development Model
09	Academic, Support, and Administrative Organisational Chart
10	Corporate, Operational, and Commercial Organisational Chart
11	Risk Management Process
12	Policy Development, Monitoring, and Review Process
13	Complaints Process
14	Programme Design and Development Process
15	Learner Pathway Process
16	Learner Admission, Progression, and PRL Process
17	Programme Review Process
18	Staff Recruitment Process
19	Promoting a Learning Ethos
20	Monitoring the Learner Experience Process

21	Assessment Planning Process
22	Assessment Information for Learners Process
23	Security of Assessment Process
24	Consistency of Assessment
25	Assessment of HET Learners
26	Assessment Processes and Activities (NFQ 5 & 6)
27	Reasonable Accommodation Process and Resources
28	Internal Verification Process
29	External Authentication (EA) Process
30	Recheck and Review Process
31	Appeals Process
32	Initial Assessment of Proposal Process
33	Review of Learner Supports
34	MIS and Future Planning Process
35	Selection, Deployment, and Review of AI Systems
36	Top-Down Communication Channels
37	Bottom-Up Communication Channels
38	Internal Self-Evaluation and Monitoring Process
39	Benefits of Self-Evaluation Process
40	Programme, Provider, and External Review Process

13.3 Appendix C: Tables

#	TABLE TITLE
01	Graduate Attributes Table
02	Schedule for Academic Governance Structures
03	Risk Categories Table
04	Risk Probabilities Table
05	Risk Impact Table
06	Risk Controls Table
07	Risk Ratings Table
08	Initial Risk Matrix
09	Residual Risk Matrix
10	Exam Time Allocation
11	Award Classifications for QQI Level 6 and 7 Programmes
12	Award Classifications for QQI Level 8 Programmes
13	Award Classifications for QQI Level 9 Programmes (Postgrad Diploma)
14	Award Classifications for QQI Level 8 Programmes (Masters)
15	Results and Progression Outcomes
16	Data Retention Chart
17	Approval of Public Information and Communications