

National College of Ireland

Institutional Review



Response to Panel Report

24th September 2010

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1 Introduction

National College of Ireland is indebted to the Expert Panel chaired by Mr. Michael Kelliher (former Secretary & Bursar, University College Cork), with the Review Secretary Mr. Brendan Goggin (former Registrar, Cork Institute of Technology), Dr. Pat O'Hara (former Policy Manager at the Western Development Commission), Ms. Wendy Stubbs (Assistant Director at the Quality Assurance Agency for Higher Education) and Mr. Bartley Rock (former Education Officer with the Union of Students in Ireland). The College would like to express its thanks to the Panel and to HETAC for the thorough nature of their review and the report.

The Panel noted that the Strategic Plan for the College for the period 2007 – 2012 was initiated before the commencement of the review and that there had been significant changes at senior management level, including the pending appointment of the new President. The Panel's report observed that there was an 'apparent instability' in the management structure of the College which had risks for the quality assurance of the College. This was not the case. Dr. Phillip Matthews took office immediately following the departure of Dr. Paul Mooney and he initiated a review of the College Strategic plan for the period 2010 – 2015. This review directly addresses the College's management structures and the proposals for a revised senior academic structure are outlined in section 2.

The report provided valuable additional objective insight for the College's strategic review and our Governing Body is due to review the new plan in September 2011. The new College Strategic Plan has been developed whilst awaiting the report from the National Strategy Group for Higher Education (Hunt Report) and therefore any significant changes within the sector that affect College's funding or relative competitive position will have to be taken into account in a further subsequent review.

The Panel also noted the College's relatively high dependence on its Associate Faculty and this is directly addressed also in the new Strategic Plan. The College's ability to increase its ratio of permanent Faculty will be linked to its funding and ability to develop additional revenues over the course of the next five years. Significant reductions in funding or any weakening of its relative competitive position will adversely affect its ability to increase these ratios.

Devolution of validation activity will remain a key objective for National College of Ireland in maintaining its relative competitive position and developing international revenues and collaborations as the College seeks to respond to national and international learning needs. With that in mind, the College will actively seek to maintain its engagement with HETAC throughout the course of its plan.

1.1 Findings & Commendations

The College welcomes the findings that

- Quality assurance arrangements 'have been found to be substantially effective in accordance with the seven elements of Part One of the *European Standards and Guidelines for Quality Assurance* 2009, Helsinki, 3rd edition, and the HETAC *Guidelines and Criteria for Quality Assurance Procedures in Higher Education*, 2004'.
- 'National College of Ireland has implemented the National Framework of Qualifications and procedures for Access, Transfer and Progression, as determined by the National Qualifications Authority of Ireland.'

The College also welcomes the commendations from the panel which affirms

- The high standing and respect that NCI has achieved amongst its stakeholders
- The attention to appropriate governance and academic matters at governing body level
- The professionalism and dedication of all its staff, together with the range of resources and supports available for learners
- The strong commitment to widening participation at all levels of the College and the unique role played by the School of Community Studies in promoting education within disadvantaged communities

These commendations illustrate the implementation of NCI's mission to widen participation in higher education and its aim to provide a student experience which allows individual potential to be fully realised.

1.2 Response to the Panel Recommendations

The College accepts the recommendations of the Expert Panel and has responded to each recommendation in the following report. Due to the interdependency of many of the recommendations, the format of this response is to respond to each recommendation either individually or in appropriate groupings under each of the terms of reference of the institutional review.

2 Recommendations on Public Confidence

NCI is pleased to maintain a high standing and respect amongst its stakeholders. Notwithstanding this, the College accepts the recommendations of the panel to have more formal approaches to monitoring the effectiveness of its engagement and provision of information to its stakeholders. The specific recommendations in this regard have been outlined below.

2.1 Consideration should be given to the publication by the College of an Annual Report.

The College will commence preparation of an annual report for the Academic year 2010-11. This will be available for publication in December 2011 and will be published and available for download on the College website. In the interim, information that would normally be contained in such a report will be made available through the College website.

2.2 An evaluation should be carried out of the effectiveness of the methods employed for communicating with the public regarding the College and its activities.

A research methodology will be put in place to ensure that information on the major strands of communication is captured and formally reported on. This will require a review of management information systems to ensure that current applications have the capability to manage this information. The effectiveness of this communication will be reviewed annually.

2.3 The College should address means by which it can improve the efficiency and effectiveness at an operational level of interacting with prospective students and external stakeholders and put in place appropriate structures for these purposes. For example, a 'one-stop-shop' concept could be considered to facilitate approaches to the College on specific projects.

2.4 The College should review its current arrangements for interacting with external stakeholders and augment them with formal processes.

The College recognises that engagement with external stakeholders has been in large part informal. The three schools are in the process of creating advisory boards in order to ensure a systematic engagement with their activities. These boards will meet at least twice per year under an independent Chair, and will be constituted from members of the business, academic and local communities. Formal reporting from these boards will be included in the annual reports from the Schools.

Additional management information capacity and a comprehensive review of the College's administration structure is underway in order to improve information and the effectiveness of communication to all stakeholders – be they corporate or individual applicants.

In relation to the recommendation regarding a 'one-stop-shop' approach to managing external relationships, the College has also assigned a member of staff to act as the initial point of contact for all tenders and approaches from professional bodies, private and public sector organisations and Government sponsored labour activation initiatives. The on-going management of any such project that may arise from these approaches is then handed over to a dedicated programme or project team.

3 Recommendations on Governance & Strategic Management

The self-evaluation process had raised several of the issues that affect the governance and management of the College. Dr. Matthews took office within one month of the institutional review meeting (March 2010) and has had an opportunity to meet with the Chair & Secretary of the panel in order to fully appreciate the context of the recommendations of the panel. The President has ensured that the recommendations of the panel have been incorporated not only into the strategic review of the College but also the on-going operational implementation of the improvement plan identified by the College in the self-evaluation report, particularly in relation to the closer engagement of associate faculty and the ability of the College to deliver on its plans in the context of constrained resources.

The process had also highlighted some of the structural imbalances within the Schools and their effect on the academic leadership of the College at Dean and Subject Head levels.

The specific recommendations of the panel are considered below.

3.1 The forthcoming review of the Strategic Plan of the College should address:

- a. the appropriate balance between the numbers of Faculty and Associate Faculty staff members,
- b. the need to focus strategic objectives to take into account the limited availability of resources and
- c. the need to establish arrangements for benchmarking the College against other higher education institutions.

Under its President, the College has undertaken a Strategic Review and is scheduled to present its proposed strategy for 2010 to 2015 to the NCI Governing Body at the end of September 2010.

The proposed strategy details the College's plans with respect to the appropriate balance of Faculty to Associate Faculty and proposes the hiring of additional Faculty in order to reduce the heavy reliance on the limited number of Faculty for programme administration, academic development and quality assurance. This hiring strategy will be contingent on NCI meeting its growth ambitions and associated financial obligations over the five-year planning period.

Recognising this, the College has enhanced the support and training provided to Associate Faculty to ensure that engagement is maintained through formal participation in postgraduate programmes in teaching & learning, professional development seminars and operational information sessions.

In the new strategy, the College is proposing a revised, narrower set of strategic objectives that are aligned to the College's demonstrated areas of expertise and limited availability of resources.

The College strategy will be finalised and published in December 2010. A progress report in these areas will be provided to the panel in the follow-up report to HETAC in September 2011.

With respect to benchmarking, the College will commence a quinquennial cycle of benchmarking its service and operational functions in 2010/11 as part of its continuing quality improvement plan. Benchmarking of academic indicators will be contained in the

programme and school annual reports using published HEA information. The annual report referred to in recommendation 2.1 will publish the results of these activities. They will also be published on the College's website.

3.2 The forthcoming review of the management structures should take into account:

- a. the requirements of senior management for fulfilling the roles of academic leadership,
- b. the overseeing of the Quality Assurance system and its operation and
- c. implementing a research strategy appropriate to the College.

The College's strategic review has clear proposals for its management structure which will be reviewed with the NCI Governing Body at the end of September 2010, finalised and published in December 2010. These proposals include

- the appointment of a Vice President for Academic Affairs & Research which will be made no later than Q4 2011.
- a review of the management and administrative structures of the schools
- the creation of additional Subject Head & Head of Research roles in the Schools

The impact of these structures on the quality assurance systems will be evaluated and presented as part of the follow-up report in September 2011. The President will continue to be responsible for leading the College as Chair of the Academic Council and the newly formed Academic Operations Board. This group which has representation from the Deans and senior academic staff of each School will provide a forum for collective academic leadership through the implementation of the strategic plan.

Recommendations relating to the research strategy have been addressed in the response to recommendation 3.3 below.

3.3 The review of the Research Strategy of the College should seek to build on its existing research strengths and take account of the limited availability of resources for research, particularly staff capacity to carry out and supervise research.

With respect to research management structure, the oversight of research within each School will be the responsibility of a School Head of Research. These appointments will be made at Senior Lecturer level, with a requirement for PhD and an established track record of published research. Each School Head of Research will report directly to the Dean of School and will sit on the Research Committee. These appointments are expected to be made by Q1 2011.

Responsibility for execution of the College research strategy will rest with the Vice President for Academic Affairs and Research when appointed. This position will be an amalgamation of the vacant VP Academic Affairs and VP Research positions.

The College recognises that it is resource constrained and that staff capacity for research resides within relatively narrow clusters in the School of Computing and School of Community Studies; with that in mind the research strategy has been aligned to match the College's current and future short-term capacity. The proposed strategy has a narrower focus and in line with the revised of strategic objectives, it is aligned with the College's demonstrated areas of expertise and limited availability of resources.

The School of Computing will continue to enhance and develop the research cluster for Learning and Teaching Innovation and the School of Community Studies will also continue its research activity within the Economic and Social Development cluster. The School of Business will focus its activity in the short-term on establishing a research cluster for Organisational Growth and Sustainability with its foundation in Human Resources and Industrial Relations. It will also contribute to the Economic and Social Development cluster. Longer term the School of Business will establish a fourth cluster for Marketing and International Business.

This approach will ensure that the College's research strategy is in line with its capacity. In support of this strategy, existing faculty will continue to be encouraged and supported in pursuing doctoral qualifications. The College is also seeking to hire new faculty with PhD's.

4 Recommendations for Quality Assurance

The quality assurance of NCI programmes and services is at the heart of this review and, as such, the self-evaluation and panel recommendations form the nucleus of the quality improvement strategy going forward. As outlined in the self-evaluation report, the approach taken to Quality Assurance is one of continuous improvement. As the basic principles of quality assurance have been embedded in College activities, the next phase of implementation will concentrate on the structures to support improvement initiatives and exploiting its existing investment in information systems to ensure the availability of relevant management information to all stakeholders. These improved structures and systems will assist in ensuring a consistent approach to monitoring programme effectiveness and academic standards. They cannot be divorced from the issues raised in earlier paragraphs of this report e.g. the balance of faculty and the resources available to the College. These will continue to be challenges for the Quality Assurance mechanisms of the College that will require proactive and innovative management. These challenges are fully recognised by the College and it is confident that it can meet them.

- 4.1 Consideration should be given to streamlining the committee structure used for the delivery of quality assurance and ensuring that reporting lines operate clearly and effectively.**
- 4.2 As a means of reflecting the role of the Academic Council and its position in the organisation structure, a direct report from the Council should be a regular feature on the Governing Body's agendas.**
- 4.3 In the forthcoming review of the academic governance, the significant requirements of the academic quality system should be taken into account.**

As planned and outlined in the original self-evaluation report, the Academic Governance of the College has been reviewed and an attempt made to reduce the number of sub-committees required. The structure has been streamlined by removing one sub-Committee from the structure and the membership of each Committee has also been reviewed and the degree of overlap of representation reduced. This membership structure will allow inclusion of members of associate faculty in order to both expand the pool of available faculty, and to improve communication with the group. In order to ensure a more focussed agenda, the terms of reference for each Committee have also been reviewed.

Training has been put in place for all Committee members on their role. The College's staff portal will be used to record and communicate all actions and decisions that arise from each meeting. The new committee structure will be monitored by Academic Council to ensure that it is effective.

The President's report to the Governing Body will contain a report from Academic Council outlining the issues dealt with and activities of the Academic Council and its sub-committees.

4.4 As a means of further embedding the formal student feedback mechanisms, there should be effective student representation on relevant committees.

The committee structure provides for student representation on all committees and on the Governing Body, however it is recognised that the effectiveness of such representation requires proactive management by the College. Engagement with the student representatives will take place formally prior to and after each meeting to ensure that the student voice is understood and that communication of outcomes of the meetings is made to all learners.

4.5 For the purposes of monitoring programmes all appropriate information should be collected, evaluated and acted upon and there should be a consistency of approach across all programmes.

4.6 Improvements should be made in documentation relating to the quality assurance of programmes so that clear audit trails can be demonstrated, including the closing of quality loops.

The guidance on and templates for programme annual reports have been updated to ensure that the appropriate documentation is gathered and that the programme directors are fully aware of the requirements. Deans will review reports prior to them forming part of the overall School report. A series of indicators is also being developed which will include ensuring that an auditable trail of all quality loops are closed e.g. responses to external examiners reports, actions on learner feedback, number of and response to formal learner complaints etc.

4.7 In relation to the assessment of students, the central overview of standards should be strengthened so as to ensure consistency, compatibility with levels of awards and adherence to approved policies and regulations.

4.8 The College should review its arrangements for extern examiners in the context of the HETAC document "Effective Practice for External Examining Guidelines (2009)". It should ensure diversity of backgrounds and institutions in the panel of extern examiners, appropriate on-campus involvement of externs at the time of examination board meetings, more detailed written reports by externs and processes and procedures for demonstrating that externs' reports are considered and acted on by the College.

One of the academic committees created as part of the Academic Governance review is a Committee for Academic Policy and Standards. This Committee in association with the Vice President- Academic Affairs, (when appointed) will ensure central oversight of policy and standards. Through the Deans of Schools these policies will be applied at School level. The introduction of peer review of assessment and sample second marking of all assessment has also contributed to ensuring consistency of standards.

As indicated to the panel during its visit, NCI is currently implementing HETAC's Assessment & Standards 2009 and the referenced Effective Practice for External Examining guidelines.

A series of assessment workshops was held in June 2010 to ensure that all policies were compliant with both documents and that, areas that were ambiguous or where divergent practices were identified, were discussed and reconciled

As the current external examiners panel has reached the end of its appointment in the academic year 2009-10, the new panel will be appointed subject to the 2009 best practice guidelines. Induction will be held for the panel in October 2010. As outlined in the response to recommendation 13 (4.6) , a more robust approach to closing quality feedback loops will be adopted during the forthcoming academic year.

4.9 Associate Faculty should be integrated as fully as possible into the staff development programme.

NCI recognises the important role that its associate faculty play in the delivery of its programmes. The proactive management of Associate Faculty will play a key part in the College's operational and strategic management going forward. In early September 2010, over 100 members of associate faculty took part in a faculty development day which covered both practical operational activities and academic matters. This will be supplemented by the College's staff development programme throughout the year to which all faculty – full and part-time are invited.

4.10 Learner resources and supports should be kept under review in the context of the College's development plans.

The College has recently appointed a full-time Disability Support Officer and Assistive Technology Officer in recognition of the significant increase in learners registered with a disability. The College has always been and will continue to be mindful of the resources it requires to maintain its mission of widening participation and to ensure appropriate services are available for its wide range of learners from level 3 to level 10 of the National Framework of Qualifications. As part of the benchmarking process outlined above, this area specifically will be looked at to see if more effective use of resources can be made.

4.11 Improvements should be made to the collection of statistical data on programmes and students and their use for quality assurance purposes.

A large amount of data on its programmes and students are currently available to the College. A more systematic approach to agreeing what data are published, its definition, parameters and the frequency of its publication will be agreed by the College by December 2010 as part of the operationalization of the strategic plan.

4.12 Any expansions in the provision of off-campus programmes should be supported from the outset by a robust quality assurance system and care should be taken to comply with all QA requirements.

The Quality Assurance handbook has been updated to ensure that venues are considered fit for purpose. A greater emphasis will be placed on ensuring that academic standards are

comparable across locations as part of the annual monitoring of programmes process. As approval is required from HETAC to run programmes at off-campus centres, expansion will not take place outside of the normal validation process.

5 Recommendations on Access, Transfer & Progression

As widening participation in higher education is at the core of NCI's mission, it is pleasing to note that the panel observed that there is obvious commitment to this mission and that 'access activities are well embedded in the culture and life of the College'. This commitment will continue through ensuring that programmes continue to be placed on the National Framework of Qualifications and that the programme development strategy will ensure ease of progression and articulation through clear programme and module assessment strategies.

5.1 The panel recommends that the College would further develop its policy for recognition of prior learning and apply it in its programmes.

The College's revised policy for the recognition of prior learning will be presented to Academic Council in November 2010. This policy was revised based on the recommendations of Assessment & Standards 2009 and the Working Party of the Learning, Teaching & Assessment sub-committee of Academic Council.

6 Recommendations on Enhancement & Special Objective

The College welcomes the panel's view that the College has made progress in enhancing and embedding its quality systems since HETAC's last review. As recommended by the panel, the improvement plan in the SER has been used to inform on-going operational improvements and the implementation plan below includes updates to this plan and the recommendations of the institutional review panel. Each item is cross referenced to the recommendation number as described in this response. Due to the overlapping of themes, recommendations cross over different terms of reference.

The objective that NCI can be in a position to take advantage of HETAC's policy on devolved validation is critically important to the College's ability to respond to stakeholders requirements. The College recognises and agrees that this flexibility cannot be at the expense of robust quality procedures.

6.1 The panel considers that at this stage in the development of the NCI's quality assurance system it is premature to recommend further devolution of validation activity. The panel recommends that when the system is implemented more fully the College would engage with HETAC with a view to examining whether there is scope for streamlining the processes for programme validation.

NCI is disappointed with this recommendation, however, the College recognises that continuing work is required to further strengthen its quality assurance system and

HETAC's confidence in that system. The College has initiated an engagement with HETAC to address the College's concerns regarding the streamlining of processes for programme validation.

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7 Implementation of Improvement Plan

7.1 Public Confidence

Improvement	Rec	Prior'y	Action	Dependency	How will it be monitored	Measure of Success	Status	Responsible	Complete by
Expansion of outward activities		M	Faculty encouraged to take part in QA mechanisms of other institutions		Annual review of those involved with other organisation	Increased awareness of best practice	Ongoing	Deans, Heads of function	Ongoing
More systematic engagement with stakeholders	2.2 2.3 2.4	H	Set up School Advisory Groups		Annual review	More informed programme development	Not started	Deans of School,	Nov 2010
Consideration should be given to the publication by the College of an Annual Report	2.1	M	Format to be agreed	School and Functional Annual reports, Presidents report to Governing Body	Annual publication Results of focus groups, advisory board, stakeholder surveys	More informed public /stakeholders	Planning commenced	Director Marketing	Dec 2011
Evaluation of effectiveness of the methods employed for communicating with the public regarding the College and its activities	2.2	M	Set up programme of focus groups, interviews, surveys, feedback mechanisms,		Annual/Biennial Survey	More informed public /stakeholders	Planning commenced	Director Marketing	Jun 2011
Improve the efficiency and effectiveness at an operational level of interacting with prospective students and external stakeholders.	2.3	H	Review of Admin functions Review	Strategic plan review		Increased stakeholder satisfaction	In progress	Deans of School/Registrar	Jan 2011

7.2 Strategic Management & Governance

Improvement	Rec	Prior'y	Action	Dependency	How will it be monitored	Measure of Success	Status	Responsible	Complete by
Review of Structure of the School of Business	3.1 3.2	H	Review of role of subject head Review of administrative functions	Strategic plan review	Executive Board to review progress	More effective operation of Programme Committees Better integration of associate faculty	Commenced	Dean School of Business	Apr 2010
Effective use of College communications systems	2.3	H	Continue training of staff on use of staff portal, and management information systems		Review of training attendance sheets	Use of the staff portal, sms as a communication mechanism throughout the organisation	Work in Progress	Director Marketing/Deans /	Ongoing
	4.9	H	Initiate annual faculty development day/symposium			Associate faculty feedback of improved communication/engagement	Complete	Employee Development Manager	
Review of student online services		H	Survey of students to test suspected reasons for non take-up of services		Report on findings and issue recommendations	Increased update of online services	Complete	Registrar	Dec 2009
Review of Research support	3.1; 3.2	H	Review of placement of the research office in the organisation structure	Review of Research Strategy	Annual report on research	High level of Learner & Researcher feedback	Ongoing	President	Dec 2010
Balance of Associate to Full-time: Faculty	3.1	H	Incorporated into strategic review					President	Dec 2010
Initiate Benchmarking arrangements.	3.1; 4.12	H	Implement 5 year cycle of benchmarking activities for service functions	Agreement of resource plan	Report from each function to Academic Council	Improved information on benchmarked services	Commencing 2010-11	Director Quality Assurance & Statistical Services	Ongoing

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Improvement	Rec	Prior'y	Action	Dependency	How will it be monitored	Measure of Success	Status	Responsible	Complete by
			Annual programme & school reports to incorporate benchmarking of academic indicators	Availability of national data		Improved information on which QA decisions can be made			
Ensure the requirements of senior management for fulfilling the roles of academic leadership,	3.1	H	Incorporated into strategic review	Governing Body approval of final strategic plan			In planning	President	Dec 2010
Implement an appropriate Research Strategy	3.1 3.2	H	Incorporated into strategic review	Governing Body approval of final strategic plan			In planning	President	Dec 2010

7.3 Quality Assurance

Improvement	Rec	Prior'y	Action	Dependency	How will it be monitored	Measure of Success	Status	Responsible	Complete by
Quality Assurance Procedures		H	Continued Review of the Handbook and identification of effectiveness of mechanism	Implementation of Assessment & Standards	Reports to Academic Council	QA handbook is used and easily accessible Feedback from faculty/learners	In Progress	Director of Quality Assurance & Statistical Services	Ongoing
Review of academic governance	4.1 4.2 4.3; 4.4	H	Implement recommendations re quora, review frequency of meetings and terms of reference for each committee Benchmark against other providers of		Reports to Academic Council	Committee meetings and outcomes are effective	Complete	Registrar	Jun 2010

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Improvement	Rec	Priority	Action	Dependency	How will it be monitored	Measure of Success	Status	Responsible	Complete by
			similar size and profile Training for all committee chairs				In progress		Nov 2010
Review of Programme Director assignment		H	PD role to be assigned at programme level rather than by year or mode of study		Programme directorship list to be reviewed	Programmes reviewed holistically	Complete	Deans of School	Jun 2010
Programme Committee operation	4.5 4.6	H	Continued training of programme teams Schedule of programme committees set up and published Standardised agenda	Assignment of PD	Review of minutes, agenda and decisions	Programme committees operate as required Improved feedback from learners/associate faculty	In progress	Dean of School	ongoing
Student feedback processes	4.4	M	Continued review of the process to ensure speedy turnaround and feedback loop is closed Engage Students Union and Class Representatives more closely into the QA mechanisms	Resourcing for new system	Learning, Teaching & Assessment Committee Participation rates of class reps and SU Exec in mechanisms	Turnaround time for feedback is reduced Participation rates of all learners has increased	In Progress	Deans of School/DQASS	Ongoing
Assessment of learners	4.7; 4.8; 4.11 4.12	H	Full Review and implementation of Assessment & Standards & Guidelines for External Examining	Effective operation of Programme Committees Review of College administration	External examiners reports Review of academic performance across multiple programmes and locations Faculty feedback post assessment sessions	Assessments is aligned to Learning outcomes Assessment is effectively managed	In progress	Deans of School/DQASS	Jan 2011

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Improvement	Rec	Priority	Action	Dependency	How will it be monitored	Measure of Success	Status	Responsible	Complete by
Quality Assurance of Teaching Staff	4.9	H	Implementation of Peer Observation	<ul style="list-style-type: none"> Training on portal Identification of individual training needs 	Student feedback Faculty feedback	Improved learner feedback Improved faculty feedback	In Progress	Director Centre for Research & Innovation in Learning & Teaching/ Deans/HR	Ongoing
			Implementation of more focussed training on technologies				Complete		Employee Development Manager
Student Support Services	4.11 4.12	M	Continual monitoring of services to ensure that resources are balanced according to increasing student numbers/changing student profiles.		Annual reports by support function providers Learner feedback	College able to meet learners needs	In progress	Registrar	Ongoing
Public Information	4.12		Improvement of detailed programme information available outside of the College	Completion of programmatic reviews		<ul style="list-style-type: none"> Improved learner feedback Improved applicant feedback 	In Progress	Deans of School Programme Directors	Jun 2010

7.4 Access, Transfer & Progression

Improvement	Rec	Priority	Action	Dependency	How will it be monitored	Measure of Success	Status	Responsible	Complete By
Recognition of Prior Learning	5.1	M	Working group to report on action plan for	Implementation of Assessment &	Review of admissions procedures used	Learners admitted under	In Progress	Director Centre for Research &	Nov 2010

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Improvement	Rec	Priority	Action	Dependency	How will it be monitored	Measure of Success	Status	Responsible	Complete By
			implementation of the policy and procedure All new programme development to have specific RPL policy	Standards	Review of assessment materials and results outcomes Review of subsequent performance of learners admitted under RPL	RPL are done so consistently and their performance is comparable to learners that are admitted via traditional means		Innovation in Learning & Teaching	

7.5 Special Objective – Programme Validation

Improvement	Rec	Priority	Action	Dependency	How will it be monitored	Measure of Success	Status	Responsible	Complete By
Increase HETAC confidence in NCI QA processes and interaction with HETAC to allow devolved validation	7.1	H	Engage with HETAC to review processes affecting confidence			NCI given the ability to have devolved validation		Registrar/DQASS	Ongoing