10 Supports for Learners

10.1 Policy for Supports for Learners

QA Area (s)	Programmes of Education and Training Governance and Management of Quality Documented Approach to QA
Applies to	☐ Staff only ☒ Learners only ☐ Staff and learners
Policy Owner	Learner Support Coordinator & College Librarian

10.1.1 ESG Standard 1.6: Learning Resources and Student Support

Standard: Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and learner support are provided.

10.1.2 Purpose

The College recognises the need to balance the requirement for higher education, promoting self-directed learning and development with the provision of a nurturing and supportive learning environment that enables and empowers learners to attain their potential. The College requires all learners to demonstrate a commitment to their studies through high level attendance, strong in-class and on-line participation, and appropriate engagement with assessment activities. The College will support this through its commitment to the provision of appropriate academic and other supports, that are fit for purpose, to learners to facilitate them successfully completing their studies.

10.1.3 Scope

This policy applies to all learners registered on programmes in the College.

10.1.4 Policy

The College is committed to providing all learners with a fair, accessible and supportive learning environment which allows them to study effectively and with minimum disruption. This is done through careful consideration of learner needs, which are routinely monitored through ongoing learner feedback.

This document outlines the systems and resources available to all learners enrolled at the College, which are routinely monitored, reviewed and updated. The College is committed to ensuring that all resources are fit for purpose, accessible, and that learners are aware of the services available to them.

10.1.5 Equality and Diversity Policy (Learners)

The College values and promotes intercultural diversity, multiculturalism, and social integration. It supports an enriched international education experience for all members and stakeholders.

The College acknowledges its responsibilities and duties as an employer, and as an academic service provider, under the Employment Equality Acts 1998-2015, and therefore does not unlawfully discriminate on nine grounds, including gender, civil (marital) status, family status, sexual orientation, religion, age, disability, race or membership of the Traveller community. The College regards equality as a critical component of QA which is aimed at improving the quality of education and academic and support services provided, while ensuring the maintenance of academic standards.
All College staff and learners are responsible for ensuring that they comply with this policy and that equal opportunity principles are respected across the College.
The College's specific commitment to educational equality includes:

- Promoting equality of access to all education programmes in the College.
- Continuing to develop, through the provision of appropriate support mechanisms, optimum individual educational attainment, as measured by completion rates, examination performance and progression.
- Promoting equality and fairness in the treatment of learners in interactions with College staff, within the learner body, in the conduct of assessments, and in the provision of academic and support services.
- Promoting equality of participation in positions of leadership and responsibility within the learner body.

10.1.6 Learning Environment and Academic Support

The College is dedicated to creating a positive, safe and supportive learning environment, providing learners with reasonable access to support services and routinely serviced facilities. The College monitors and acts upon learner feedback in relation to this on an ongoing basis.

The College recognises the importance of a structured onboarding process in supporting learner preparedness, engagement and success within blended learning programmes. The onboarding process is designed to ensure that learners are provided with the information, resources, systems access and supports required to successfully commence and participate in their programme of study.

Learner onboarding commences following enrolment and continues through the early stages of programme delivery. It incorporates orientation to the College, induction to the Virtual Learning Environment (VLE) and associated platforms, introduction to learner supports and services, including the Learner Handbook, learner support services and technical support resources, programme-specific induction and early engagement monitoring. The onboarding process is aligned with the College's Standards for Learner Induction and Supports and is implemented through a collaborative approach involving academic, learner support, administrative and technical staff.

Stage	Activity
Pre-Commencement	Welcome communications, learner handbook, timetable
Systems Access	Innoskills, Learner Hub, technical guidance
Orientation	College policies, supports, academic integrity, AI guidance

Programme Induction	Programme structure, assessments, contacts
Early Engagement	Attendance and engagement monitoring, onboarding support
Ongoing Support	Learner Support, disability services, academic support

The College monitors the effectiveness of its onboarding processes through learner feedback, engagement monitoring, programme management activities and ongoing quality assurance and enhancement processes. Where appropriate, onboarding resources, induction activities and learner supports are reviewed and updated to reflect learner feedback, changes in delivery modes and emerging good practice in blended and asynchronous learning. This approach supports a consistent learner experience and promotes learner readiness, engagement and success across all programmes.

10.1.6.1 Induction

Induction is arranged to introduce College facilities, processes, supports and procedures, followed by programme specific induction arranged by the Programme Lead. The information will include induction to the virtual learning environment as well as details of rights and obligations of learners under the Learner Charter and the associated Code of Conduct. Induction is designed not only to facilitate exchange of information but to provide a welcoming atmosphere, provide learners with the opportunity to familiarise themselves with their surroundings and meet other learners. An induction must also be arranged for any learners accessing the programme with advanced entry.
The College is considering the development of a fully online induction module so learners can attend in person or complete online, and always have access to that module as a reference point.

10.1.6.2 Student Handbook

All learners are provided with a Student Handbook covering all relevant information for the programme on which they are enrolled. It is the responsibility of the Programme Lead to produce a handbook for their programme.
The Director of Academic Affairs and Undergraduate Programmes approves the wording for the key information including:

- Whether or not a programme leads to an award and the name of the awarding body.
- The title of the award, whether it is recognised in the NFQ and if so, the award type and NFQ level.
- Programme opportunities for transfer or progression.
- Details of the PEL arrangements in place.

The Student Handbook is supplied at induction. It is also made available to the learner through the learner portal. Other relevant information includes:

- College Facilities.
- Internet Access Policy (Section 10.1.6.4 Internet Access and Internet usage policy).
- Supports available to learners including academic, pastoral and medical/counselling supports.
- Deferral Procedures.

- Reasonable Accommodations.
- Our Learners' Charter.
- Student Code of Conduct.
- Complaints Procedure.
- Disciplinary Procedure.
- Appeals Procedure.
- Assessment regulations, including Marks and Standards.
- Assessment briefs and other such relevant information.

The Student Handbook is reviewed and updated annually by the Admissions team and formally approved by the Director of Academic Affairs and Undergraduate Programmes to ensure completeness and accuracy.

10.1.6.3 Access to Information

All learners have a right to request access to information relevant to their time in the College. Information is provided to registered learners to ensure they can access relevant learner supports, understand their rights and responsibilities, as laid out in the Learner Charter (Section 3 Our Learners' Charter and Associated Policies and Procedures) and ensure they can make informed decisions.
Sources of such information should be accessible, accurate, timely, current and comprehensive.

10.1.6.4 Internet Access and Internet usage policy

The aim of this Policy is to ensure that learners can benefit from Internet access provided by the College, when on campus. Internet use and access is considered to be a study resource and privilege.
Internet access is provided as an educational resource to assist with study. As such, the College cannot commit to providing unlimited internet access at all times. Learners should confine themselves to accessing relevant and necessary material to support their studies. In the event that learner Wi-Fi access is unavailable due to external or internal issues, the College does not accept liability.
Learners may use the facility's Wi-Fi to access the Internet on their own devices. Learners are responsible for their own devices and to ensure that appropriate anti-virus and firewall software is in place to protect their devices. The College is not responsible for damage to devices or for any security breaches or other issues encountered as a result of learners accessing third-party websites on their own devices.
In particular:

- All sites and downloads may be monitored and/or blocked if they are deemed to be harmful and/or not productive to business.
- As per the Student Code of Conduct, the posting of discriminatory, harassing, or threatening messages or images relating to learners, staff or any other personnel, whether via the College Wi-Fi connection, or in any other capacity and from any other venue is unacceptable and will lead to immediate and severe disciplinary action.

Unacceptable activities include, but are not limited to:

- Using the Wi-Fi access to perpetrate any form of fraud, and/or software, film or music piracy;
- Stealing, using, or disclosing someone else's password without authorisation;
- Downloading, copying or pirating software and electronic files that are copyrighted or without authorisation;
- Sharing confidential material, trade secrets, or proprietary information outside of the organisation;
- Hacking into unauthorised websites;
- Sending or posting information that is defamatory to the company, its products/services, colleagues and/or customers;
- Introducing malicious software onto the company network and/or jeopardising the security of the organization's electronic communications systems;
- Sending or posting chain letters, solicitations, or advertisements not related to business purposes or activities;
- Passing off personal views as representing those of the organisation.

10.1.6.5 Information Technology and Computer Services

The purpose of the IT Department is to provide suitable information technology and educational resources (including educational technology and any VLE provided as required by the College, identified at programme development and agreed at validation).
It is the responsibility of the Programme Lead and Head of Academic Programmes to identify and specify the IT and computing requirements for programme delivery.
The IT department is responsible for the provision and the management of sustainable computing facilities accessible to staff and learners.
The IT department works with academics and the Executive Management Team to systematically upgrade hardware and software in line with technical developments and advise the College on more effective tools and methodologies to enhance the learner experience.
IT support services are available at all time during class delivery. Helpdesk support is available for learners and lecturers during normal office hours.
The IT Manager is responsible for maintaining a comprehensive list of IT and computing resources. The IT Manager is also responsible for ensuring that all software is properly licensed and copyright protocols are respected. Other responsibilities include management of firewalls, backups, etc.

10.1.6.6 Virtual Learning Environment (VLE)

The College takes a proactive approach in its use of virtual learning technologies. Innoskills (Moodle) and Zoom form the basis of our VLE. Innoskills (Moodle) is used extensively for all programme offerings in course management, content creation and delivery, communication and collaboration.
It is the responsibility of all lecturers to:

1. Comply with the minimum standards for online content included in the Blended Learning Strategy (7.3).

2. Upload module guides including assessment schedule and key submission dates prior to commencement of a programme.
3. Upload all lecture material or other class content before each lecture.

It is the responsibility of the Programme Lead to ensure all content is available on Innoskills (Moodle).
Forum activities in Innoskills (Moodle) are used by lecturers, staff and learners for online discussions which promote collaborative working, engagement and interactivity with all members of the group.
The use of Innoskills (Moodle) allows lecturers to provide and display content and allows users to access the content in a controlled, secure environment. It encourages communication and collaboration in learning tasks, thus encouraging cooperation, and adding to the learning experience of the learners.
Innoskills (Moodle) is used to manage continuous assessments and feedback. All assignments are required to be submitted in soft copy via the relevant Innoskills (Moodle) page and through the relevant plagiarism detection software where appropriate.
Zoom is an interactive on-line training delivery platform which can incorporate tests to evaluate knowledge and retention during the delivery, promote learner engagement through small-group interaction with breakouts and live chat facilities, and Whiteboard Sharing for enhanced delivery.

10.2 Academic Supports

10.2.1 Retention Strategy

The policy for the provision of academic supports is aligned to the College's retention strategy.
A significant element of the College's retention strategy is to ensure learners attend lectures and tutorials, in either face-to-face or through synchronous or asynchronous delivery mode. In this context, attendance means physical attendance at lectures or agreed registered attendance online. It is the responsibility of the Regional Programme Administration Managers to coordinate the formal recording of attendance.
Where a learner is not attending regularly, they will be contacted by the Regional Programme Administration Manager. If a learner has not attended six or more consecutive classes, does not have mitigating circumstances and does not engage with the Regional Programme Administration Manager, it may be necessary to formally withdraw them from the programme. This process is implemented by the Programme Lead, in consultation with the Registrar.
Attendance records and trends are reviewed at Programme Boards for analysis and action if appropriate and are included in the Programme Monitoring Report to the Academic Council.

10.2.2 Learner Analytics and Engagement Monitoring

As part of the College's retention strategy, learner analytics and engagement data are utilised to monitor learner participation, identify learners who may require additional support and inform continuous enhancement activities.

Programme Managers are responsible for monitoring learner engagement through a range of indicators including attendance records, assessment activity, Virtual Learning Environment (VLE) engagement data and the College's Learner Engagement Tracker. The Engagement Tracker is used throughout the learner lifecycle to monitor early engagement, support learner onboarding and identify potential barriers to participation at an early stage.

The Engagement Tracker may be used to monitor:

- Initial learner engagement and participation following programme commencement.
- Assessment submission and completion.
- Attendance at mandatory in-person activities, including laboratory sessions and workshops.
- Examination attendance.
- Learner participation and engagement trends.
- Concerns identified by lecturers, Programme Leads or learner support staff.

Where engagement monitoring indicates that a learner may be at risk of disengagement, non-progression or withdrawal, the Programme Manager will initiate appropriate intervention measures. This typically begins with direct communication by email and may be followed by telephone contact where required. Where concerns persist or additional academic support is required, matters may be escalated to the Programme Lead and other relevant learner support services.

Learner engagement data and intervention activities form part of the College's ongoing monitoring processes and are considered alongside programme timetables, assessment schedules, learner monitoring reports and attendance records. Learner analytics and engagement trends are reviewed through Programme Boards, Annual Programme Monitoring Reports and Annual Programme Review processes to identify opportunities for enhancement of learner supports, programme delivery and learner engagement strategies.

The College may utilise reporting functionality available within its VLE and other approved systems to support learner engagement monitoring and early intervention activities.

10.2.3 Meeting with Academic Staff

The lecturers, Programme Lead, Head of Academic Programmes and Regional Programme Administration Manager are available to meet with learners by appointment.

10.2.4 Additional Tutorial Support

In addition to timetabled tutorial sessions and where a need has been identified, the Regional Programme Administration Manager liaises with the Head of Academic Programmes to organise formal tutorial support where learners can come together to work on particular areas in more detail. This tutorial support is particularly relevant to support learner retention. Additional tutorials on request, may be provided by the College in advance of reassessment opportunities, to support learners' potential assessment success, and ultimately their retention and progression.

10.2.5 Support for the prevention of Academic Misconduct

It is the policy of the College to ensure all learners are aware of what academic misconduct is, how it can be avoided and the penalties if learners were to engage in academic misconduct which undermines teaching, learning and assessment. This is communicated at induction and refreshed at the start of each academic year.
Details of the College policy in respect of Academic Misconduct is shown in Section 8.6 Policy Relating to Academic Misconduct.
It is the responsibility of the Director of Academic Affairs and Undergraduate Programmes to ensure that there is adequate information supplied in respect of academic misconduct to both staff and learners.
The College hosts an anti-plagiarism software support package which learners can access through the Student Information System prior to the submission of their assessment material through Innoskills (Moodle). This facilitates a learner to reflect on the content of their assessment item and the associated referencing before final submission.
The College uses TurnItIn which is integrated with Innoskills (Moodle).

10.2.6 Library and Information Services

It is the responsibility the College Librarian , reporting to Director of Academic Affairs and Undergraduate Programmes, to ensure the provision of library and information services to support teaching, learning and assessment, based on the requirements of the validated programmes. These need to be fit for purpose, relevant, current, comprehensive, accessible to all learners and enhance the learning environment. The Innopharma Library supports learners & staff at Innopharma in a variety of ways. All students have access to the

Innopharma online library through which they can access information and supports on topics including academic writing, information literacy, referencing and academic integrity.

Learners also have access to a curated suite of high-quality open access resources which includes books and journals as well as links to grey literature sources including dissertations and government websites. The Innopharma library also collects, preserves and disseminates key academic outputs of the institution through our institutional repository.

The Innopharma Library catalogue provides access to ebooks which students can access 24/7.Innopharma Library also supports students through regular workshops focusing on topics related to academic & study skills; these are recorded and available for students to watch back at any time. The library participates in inductions where all new students are introduced to the librarian and the wide range of supports available to them. The librarian is also available to take part in lectures on request should lecturers feel that students need additional support on topics such as referencing for example. Students can also avail of one-to-one support with the librarian through Zoom and can also contact the library service via email and phone.

10.2.6.1 10.2.5.1 Library Services

Objectives of the library service are to:

- Identify and provide access to the learning resource services required to support the learning, teaching and assessment activities of the College.
- Manage those resources efficiently and effectively.
- Maintain effective links with staff of the College to understand and, where necessary, respond to changes in education, approaches to learning, and corporate policy.
- Continuously monitor, review and enhance the provision of library and information services.
- Provide information and training to learners on Evaluating information, Plagiarism and Referencing.

It is the responsibility of the Programme Leads to ensure all lecturers provide the library with updated reading lists for each of the taught modules. It is the responsibility of the library function to review the collection and to maintain a comprehensive list of all library and learning resources for review. Library staff liaise closely with faculty and administrative staff to ensure learners the highest possible standard of teaching and learning support.

10.2.6.2 10.2.5.2 Library Collection Development Policy

Purpose

This Collection Development Policy (CDP) provides guidelines for the systematic selection, acquisition, maintenance and de-selection of information resources to support the mission of Innopharma Education. The collection is designed to facilitate teaching, learning, assessment and research across all Innopharma run programmes.

Scope

The Innopharma Library is a fully digital (online) library. The scope of this policy pertains exclusively to the selection, licensing and management of all digital resources, including subscribed commercial content, open-access materials and content housed in the Institutional Repository. Programmes run in association with collaborative partners (e.g. Griffith College, TU Dublin) are out of scope; collaborative partners manage resource needs for these programmes through their libraries.

Collection Priorities and Subject Coverage

Subject coverage collection development is intrinsically linked to the College's programme portfolio. The primary collection focus is on disciplines within:

- Pharmaceutical Science
- MedTech/Medical Device Technology
- Food Science and Technology
- Digital Transformation and associated technologies (e.g., Data Analytics, AI)
- Quality Assurance and Regulatory Affairs
- General academic and research skills (e.g., Academic Writing, Referencing, Information Literacy).

Formats and Types of Material

The collection is developed around the principles of digital-first and Open Access (OA) promotion, ensuring all resources are accessible via the College's Virtual Learning Environment (VLE) and Library Management System (LMS).

E-books and Digital Texts

- **Description:** Core and supplementary course readings; reference works; specialised professional texts.
- **Selection Criteria:** Priority is given to titles with multi-user licensing models to ensure concurrent learner access. Emphasis is placed on texts that directly support module learning outcomes.

E-Journals and Subscribed Databases

- **Description:** Full-text journals, periodicals, and industry-specific databases.
- **Selection Criteria:** Must provide current, peer-reviewed, and industry-relevant research. Subscriptions are selected based on subject relevance and cost.

Open Access (OA) Resources

- **Description:** Open Educational Resources (OERs) and Open Access (OA) journal and book collections (e.g., via DOAJ, Open Textbook Library).
- **Selection Criteria:** OA resources are actively sought and catalogued to maximise resource availability and cost-effectiveness, provided they meet the quality standards for authority and currency.

Institutional Repository (DSpace Content)

- **Description:** The College's own intellectual output, including faculty and student publications, student theses/dissertations, conference presentations and posters, internal academic reports and the *Innopharma Insights* Journal.
- **Selection Criteria:** Content is included following College policy on the submission of graduate research and faculty publications, primarily focused on preservation and dissemination.

Library Guides and Workbooks

- **Description:** Internally produced digital resources focused on essential academic skills, software training (e.g., Turnitin, Zotero) and information literacy.
- **Selection Criteria:** Developed by the College Librarian to fill instructional gaps and directly support the academic activities of Innopharma Education

Instructional Videos and recorded workshops

- **Description:** Internally produced video content, including recordings of library workshops (e.g., academic skills, referencing, software training), specialised video tutorials.
- **Selection Criteria:** Content is included to supplement or replace synchronous instruction. Emphasis is placed on recordings that directly address identified learner needs or instructional gaps, with a formal review process for recordings older than 2 years to ensure continued relevance.

10.2.6.2.1 Selection Criteria and Procedures

General Selection Criteria All resources are evaluated based on the following criteria:

- **Relevance:** Direct correlation to the curriculum, learning outcomes and research interests of the College.
- **Authority and Quality:** Authoritativeness of the author(s), publisher or source; evidence of peer review for scholarly material.
- **Currency:** Timeliness and up-to-date nature of the information, particularly in rapidly evolving fields.
- **Accessibility:** Compatibility with the College's systems (VLE, LMS) and adherence to universal design and accessibility standards.
- **Cost and Licensing:** Favourable Total Cost of Ownership (TCO) for subscription/licensing models, with preference for perpetual access rights where feasible.

Selection Process

- **Librarian-Led Selection:** The College Librarian is responsible for the final selection and acquisition of resources based on budget, collection balance and curriculum needs.
- **Faculty Recommendations:** Programme Managers and Lecturers are actively encouraged to submit recommendations via a formal resource request process. These requests must clearly demonstrate alignment with specific module learning outcomes.
- **Student Recommendations:** Learner suggestions are considered where they align with the collection profile.

Collection Maintenance (De-selection and Review)

Continuous Review The digital collection is subject to continuous review by the College Librarian. Subscriptions and licenses are reviewed annually to ensure continued relevance, usage levels, and cost-effectiveness.

De-selection (Weeding) Resources may be de-selected or excluded from core collections based on the following:

- **Obsolescence:** Information that is significantly outdated or superseded, particularly in highly technical and regulatory fields.
- **Licence Lapse:** Non-renewal of subscriptions due to cost, alternative resources becoming available (especially OA), or a shift in curriculum focus.

Responsibilities

The College Librarian holds primary responsibility for implementing this policy, including selection, acquisition, review and reporting to the Academic Council.

Programme Managers and faculty provide input via formal requests aligned to learning outcomes.

Monitoring and Review

The implementation of this policy will be monitored and reported to the Academic Council.

This policy will be reviewed before each academic year for accuracy and any updates in policy.

10.3 Non-Academic Supports

Student Affairs, headed by the Learner Support Coordinator, is responsible for the provision of pastoral care, disability support services, procurement of counselling services, and learner events.

The Learner Support Coordinator is available as an advisor to the Academic Council and its committees.

10.3.1 Pastoral Care

For the purposes of this Quality Assurance Manual, pastoral care is defined as the range of learner supports and services that are provided for learners' emotional, psychological, and spiritual wellbeing.

It is the responsibility of all College staff to support where possible, the pastoral care and wellbeing of learners. Lecturers, Academic staff and Regional Programme Administration Managers are particularly well placed to observe behaviour in the learning environment that might indicate that a learner is in need of support. The College is committed to providing relevant and timely pastoral support.

Learners may approach or be referred to the Learner Support Coordinator to identify relevant supports.

10.3.2 Disability Support Services and Reasonable Accommodations

In general, disability support requirements should be identified by applicants at the time of their admission to the programme to ensure the College can evaluate any additional supports required in order to make reasonable accommodation. Once registered on a programme the learner can access the disability service or Reasonable Accommodations via Learner Support services.

The College's detailed policy and procedures for seeking reasonable accommodation is included in the College's Assessments and Standards in Section 8.4 of this Manual (Policy for Reasonable Accommodation and Additional Supports).

Where not identified on admission, any disabilities, specific needs or any ongoing issue that may affect performance should be declared to the Learner Support Coordinator as soon as practical. The Learner Support Coordinator is responsible for identifying supports and coordinating with the appropriate staff to ensure reasonable and adequate supports are in place.

To register for Reasonable Accommodations the Learner Support Coordinator will record the application and liaise with the Director of Academic Affairs and Undergraduate Programmes to approve. The Learner Support Coordinator will then liaise with academic staff to ensure classroom and examinations supports are implemented where appropriate.

10.3.3 Health Services including Counselling Services

Student welfare, including mental health, is considered a top priority at the College. Innopharma has a formal agreement with Laya Healthcare for the provision of Counselling Services to all learners. Learners can avail of the first 6 sessions at no cost. Services are available 24/7, 365 days per year and can take place online or face to face at the many centres located throughout Ireland. Counselling services can be accessed directly by learners and are completely confidential and available in multiple languages.
The College encourages any learner who is experiencing difficulty or distress during their time in the College is encouraged to avail of these services. The services operate on a self-referral basis. Details of the service will be included in the Student Handbook.

10.3.4 Careers Service

The College provides extensive information and guidance to learners regarding careers. The process starts with initial career information being presented to an applicant at the application stage. The College believes this is an important input into the applicant's decision-making process around the suitability of the programme for them and potential career options.
During induction learners are made aware of the Career Support that will be an integral part of their programme of study. All learners will be able to avail of support to help meet their career planning, job search, career development and management. The Regional Programme Administration Managers and Programme Leads will be responsible for ensuring that all learners receive regular updates on further study opportunities, regional job vacancies, internship and work placement opportunities, and relevant career events.
In addition to in-class and individual mentoring, the College has an on-line portal which will support learners in providing additional information on CV and cover letter writing, job interviews and assessments.
The College regularly invites guest lecturers from professional bodies, industry and recruitment to support learners and graduates career aspirations; to facilitate their engagement with employers and professional bodies, and to also consider post-programme

progression options. This also enables the College to promote its programmes to employers of graduates.
The College plays an active role in monitoring the career progress of the graduates. Regional Programme Administration Managers are responsible for communicating employment outcomes to the Programme Leads at regular intervals throughout and post completion of the programme.

10.4 Learner Representation

10.4.1 Class Representative System

A class representative is an enrolled learner elected to facilitate communication between staff and learners regarding programme matters and academic support and provides another point of contact for learners.
At the beginning of each academic year, class representatives for each stage of each programme are elected by the class under the supervision of the relevant Regional Programme Administration Manager to ensure fairness but not to influence selection. There should be at least one class representative per stage of a programme, and they will continue as class representative until the end of the stage, usually one academic year. Once elected, class representatives are trained and supported through the Learner Support Coordinator.
A student representative sits on various committees including Programme Boards, the Academic Council and any appropriate committees (Refer to Section 2.4.2 Academic Council Composition and Membership). They represent learners and ensure that they are involved in the decision-making processes of the College.

10.4.1.1 Class Representative Meetings

There is normally one class representative meeting per semester for each programme. These are arranged in advance of the relevant programme board and to ensure maximum attendance from the class representatives. The availability of part-time learners, where appropriate, is considered. A call for agenda items is issued by the Regional Programme Administration Manager in advance of the meetings and learners are required to feed issues back through their Regional Programme Administration Managers to inform the agenda. The agenda for the meeting is posted on Innoskills (Moodle) prior to the meeting and emailed to all attendees.
The function of the class representative meeting is to facilitate communication between learners and staff within the College; to provide a forum in which learners may raise any concerns they may have about teaching or related matters within the College; to provide feedback on issues addressed; to identify and disseminate examples of good practice; to provide documentary evidence of the participation of learners in the QA and development of programmes delivered by the College and to facilitate learner participation in periodic reviews of the College provision of academic programmes, with a view to improving quality. Issues raised at the class representative meetings are recorded and considered by the Regional Programme Administration Manager and may feed into the Annual Programme Review. The agenda of the Class Representative meeting includes these standard agenda items:

- Membership.
- College Update.
- Student Affairs Update.

- Issues invited from each programme by stage.
- Academic / Facilities and support issues.
- Positive initiatives / good practices.
- Revalidation / other reviews as appropriate.
- Other Issues.

10.4.2 Related Legislation, Regulation or Guidelines

- Core Statutory Quality Assurance Guidelines 2016 (QQI).
- Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines 2016 (QQI).
- Policies and criteria for the validation of programmes of education and training 2017 (QQI)
- Policy and Criteria for Making Awards 2014 (QQI)
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015).
- Assessment and Standards, Revised 2013 (QQI).
- Policy for Determining Awards Standards – QQI, 2014
- NFQ Awards Standards
- European Credit Transfer and Accumulation System (ECTS) User Guide –2015
- International Standard Classification of Education (ISCED) – UNESCO, 2011.