



Institutional Review - Self Evaluation Report

30/01/2012

IBAT College Dublin

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List of Frequently used abbreviations

Abbreviation	Description
ACCA	Association of Chartered Certified Accountants
ACELS	Advisory Council for English Language Schools
ATI	Accounting Technicians Ireland
ECTS	European Credit Transfer and Accumulation System.
EI	Enterprise Ireland. The Government organisation responsible for the development and growth of Irish enterprises in world markets (www.enterpriseireland.com).
ENQA	European association for quality assurance in higher education (www.enqa.eu).
ESG	European Standards and Guidelines
FETAC	Further Education and Training Awards Council. The statutory awarding body for further education and training (www.fetac.ie).
HEI	Higher Education Institution
HETAC	Higher Education and Training Awards Council
ICM	Institute Commercial Management
IHEQN	Irish Higher Education Quality Network
NFQ	National Framework of Qualifications
NQAI	National Qualifications Authority of Ireland
QA	Quality Assurance
QAH	Quality Assurance Handbook
SER	Self-Evaluation Report
UOW	University of Wales

1 Approach to Self-Evaluation Report (SER)

1.1 Summary of Approach

The goal of the SER process is to effectively reflect on as holistic a picture of the College as possible, identify the elements which are enabling the organisation to be successful and articulate the areas which can be improved in order to further enhance the education and training environment at IBAT College Dublin.

This review seeks to ensure that the College's policies and processes are consistent with the requirements of the relevant awarding bodies and also reflects recent good practice initiatives within higher education.

The sections of this SER document have been broken into the relevant objectives as set out in the Terms of Reference for the Institutional Review by Higher Education and Training Awards Council (HETAC).

Each objective is broken into five components Approach taken, Definition of objective, Findings, Recommendations for further enhancements and Conclusions. In some instances additional information is provided to ensure adequate context is presented in order to fully interpret the findings and further enhancements that are outlined.

The Institutional Review is an evidence based process with the effectiveness of the process highly dependent on the quality and quantity of the research completed and data captured to support relevant findings. Triangulation¹ is used to cross verify the validity of any findings.

All supporting documentation is referenced under each objective within each section. For further details on the documentation referenced please refer to Appendix A.

This institutional review process is not an isolated quality assurance exercise rather the culmination of integral feedbacks consistent with a functioning quality assurance system. In compiling this Self Evaluation Report IBAT College Dublin aims to build on some of the recently undergone Quality Assurance (QA) assessments:

¹ Triangulation is used to indicate that more than two methods are used in a study with a view to double (or triple) checking results. This is also called 'cross examination'.

Inspection/Monitoring	Date	Monitoring/Inspecting Body	Purpose
ACCA Gold Provider Accreditation	April 2009	ACCA	Gold Provider Accreditation
HETAC Early Provider Monitoring	June 2009	HETAC	Early Provider Monitoring
ICM Inspection	May 2010	ICM	Routine unannounced inspection
HETAC Programmatic Review	May 2011	HETAC appointed Panel	HETAC Programmatic Review
FETAC Monitoring	July 2011	FETAC	FETAC Monitoring
ATI Inspection	December 2011	ATI	Annual monitoring New campus approval
Programme validation	January 2011	University of Wales	MBA Programme validation
HETAC Inspection	September 2011	HETAC	New campus approval
FETAC Inspection	September 2011	FETAC	New campus approval
UOW	September 2011	University of Wales	New campus approval
ACELS	November 2011	ACELS	School recognition
Programme Validation	November 2011	HETAC Appointed Expert Panel	MBA Programme validation

1.2 Stakeholder Engagement

Stakeholder engagement is seen as a critical element to supporting the College's overall quality assurance. The following audience types² were identified as being key stakeholders in IBAT College Dublin's evolution since 2004 and moulding the organisation into what it is today in 2012. The collated feedback from each of the relevant audiences can be found in the supporting documents for each objective.

The audience types/groups identified were:

²Audience Type Selection: Audiences were selected via a brainstorm session by Senior Management and externally verified by an Organisational Design and Strategy specialist as a representative set

Audience Type	Description
Academic	Groups with which IBAT College Dublin interacts on an academic basis including: Awarding bodies, Educational Groups, Associations, Other institutions.
Students ³	Current Students of IBAT College
Graduates	Students who have graduated from IBAT College Dublin
Employers	Employers of graduates from IBAT College Dublin.
Staff	Staff including current full time, part time, contract
Community	Groups and associations with whom IBAT College Dublin interacts with on Community initiatives
Business Management	Stakeholders of IBAT College Dublin who interact with the College on a commercial basis

Following a compilation of relevant ‘evaluation questions’ for each audience type, the questions were quality assured for relevancy and bias by internal and external contributors with expertise in questionnaire generation.

Focus group sessions from each of the relevant audiences were held in order to validate the questionnaire response data.

Other aspects of the research compilation included staff reflection, external expert consultation, external review reports, previously completed College quality assurance assessments and feedback generated by on-going QA mechanisms within the College. Triangulation was used to cross verify the validity of findings from the qualitative and quantitative analysis. Common threads and themes were identified which constitute the findings and further enhancements detailed within this self-evaluation report.

1.3 *IBAT College Dublin the Story*

1.3.1 College Profile

IBAT College Dublin (formally known as the Institute of Business and Technology and IBAT College Swords) was established in Swords in May 2004 by Shane Ormsby. The College is an independent provider of higher education and professional training. IBAT College Dublin provides a range of undergraduate, postgraduate and professional programmes in Business, Information Technology, Accountancy, Management and English Language. The College provides programmes from its original campus in Swords, Co Dublin and since September 2011 from its Dublin City Centre campus. The College has grown steadily since 2004 and now employs over 100 full and part-time staff supporting the learning requirements of over 1300 students.

IBAT College Dublin strives to create the best learner-centric environment for all its learners, irrespective of location and aims to provide a rounded quality education that maximises learners’ career opportunities. Since its establishment the College has been keen to differentiate itself as a provider of high-quality accredited higher education with a strong career orientation, and works with a range of awarding bodies, employers, professional bodies and other higher education providers to achieve this aim.

³Student engagement: Student engagement in the SER process has been completed in line with the statutory requirements of the Qualifications (Education and Training) Act 1999 and the guiding principles as set out by the Irish Higher Education Quality Network and detailed in the Common Principles for Student Involvement in Quality Assurance/Quality Enhancement (www.iheqn.ie).

1.3.2 Quality Assurance

IBAT College Dublin agreed quality assurance procedures with HETAC in 2006 and subsequently commenced year 1 of the Higher Certificate in Business in September of that year. The College has recently (in 2011) revised and published an updated Quality Assurance Handbook (QAH) to ensure that a coherent approach towards the College's quality assurance is reflected throughout the document. The College also appointed an Academic Director with overall responsibility for leading and managing the quality assurance function within the College. IBAT College Dublin completed its first HETAC programmatic review in 2011, with the panel commenting that it was 'impressed by the Institution'. The panel noted that it 'had a distinctive philosophy and should have belief in the College's strengths and uniqueness'.

IBAT College Dublin very much welcomes the Institutional Review process and is using the opportunity to reflect on the last number of years and consolidate findings over this period of time into a coherent plan to enable it as our recent programmatic panel remarked 'to go forward with confidence to meet the challenges ahead', Programmatic Review Report (May 2011).

1.3.3 Mission and Strategy

IBAT College Dublin mission is to become a renowned Business Learning Centre. The College's vision is to fuel the Irish and International economy with world class business graduates. The founder left industry to start up IBAT College Dublin and preparing graduates for employment stems from the very genesis of IBAT College Dublin. The hiring strategy has been one of insisting on hiring staff with not only the academic qualifications to deliver the relevant programme but also the industry experience to ensure that the learning experience is grounded in marketplace reality.

The strategic plan for the College aligns with the core values of the College which are as follows:

- **Our Students come first:** a deep commitment to our students sits at the heart of everything we do.
- **Integrity:** we hold ourselves to the highest standards of fairness, honesty and transparency in everything we do.
- **Empowerment:** we set challenging goals for our employees so that they can take initiative to decide, act and be accountable for results.
- **Respect:** we treat everyone with dignity and honour the global diversity of our students and employees. We work as a team and encourage an open participative culture.
- **Win and have fun:** we are motivated by a passion to compete and win.

The organisation has been undergoing a transition from an entrepreneur-led model to a wider management base which is formally organised according to function. Medium to long term strategy within the organisation is formulated by the Senior Management Team and Department Teams and is formally reviewed on a quarterly basis. Communication of the strategy is delivered through quarterly all-staff meetings where staff members are encouraged to attend and participate. On-going implementation of this strategy is managed through monthly board meetings. Execution of the quarterly tactics is monitored through weekly Senior Management Group and Department Team meetings.

The IBAT College Dublin Executive Management Board meets on a monthly basis and has primary responsibility for overseeing the College's operations. The College's Executive Management Board membership contains two non IBAT College Dublin staff with considerable relevant oversight and governance experience. IBAT College Dublin is looking at considerably strengthening this Board with the appointment of a number of non-executive directors and discussions are currently in progress (January 2012). Details of board members profile is made available for panel members on the online document portal.

Academic oversight is implicitly understood to be a key enabler of the strategic goals of the organisation.

The role of Academic Council is independent and separate from the executive management of the College despite the commonality of some of its members.

1.3.4 Looking Ahead

It has been an exciting eight years since IBAT College Dublin's foundation. The College has achieved remarkable success in a short space of time and significant milestones have been reached. Since its foundation IBAT College Dublin has been focussed on incrementally gaining the capability to deliver career orientated programmes from level 5 to level 8 on the National Framework of Qualifications. Acquiring a campus with appropriate fire safety, disability access, planning and presence in Dublin city centre had been a key tenet of its strategy. On reflection there is considerable consensus that IBAT College Dublin has delivered on these core strategies.

IBAT College Dublin is now well placed to expand and extend its educational reach across Dublin and beyond. 2012 will see the College continue to assimilate the considerable number of new staff and drive consistency of learners' experience and approach across both campuses. Looking further ahead IBAT College Dublin will continue to expand its number of offerings with a focus on level 7 and higher on the National Framework.

2 Objective 1 - Public Confidence

'To enhance public confidence in the quality of education and training provided by the College and the standards of the awards made'

2.1 Approach Taken

The approach taken to public confidence involved identifying the key stakeholders and evaluating how effective our current activities are at communicating our mission, values, quality assurance and status within the education landscape.

Attention has been given to the strategic goals of the organisation and the impact these have had on the development of the College with respect to Public Confidence.

These findings have been split into two distinct sections:

- Quality of education and standards
- Broader areas of public confidence

Following due process the following feedback mechanisms were utilised to solicit feedback for this objective:

- Phone Interviews
- Questionnaires
- External area-expert consultations
- Focus Groups

Key external stakeholder reports have been compiled for IBAT College Dublin with regard to our brand position and our advertising campaigns.

2.1.1 Supporting Documents

- IBAT Stakeholder feedback
- Brand Position IBAT College 2011/12
- Advertising Campaign Review
- Collaboration Review Report

For further details on the documentation referenced please refer to Appendix A.

2.2 *IBAT College Dublin - Definition of Public Confidence*

Public confidence for IBAT College Dublin is seen to encompass how the key stakeholders of the College perceive IBAT College Dublin with respect to the quality of the education and training provided, the standards of the awards made and the regulatory standards to which it must comply.

The process of building public confidence is considered by IBAT College Dublin as integral to ensuring that the reputation of the College for the students, staff, supporters of the College and wider higher education sector participants is protected and developed appropriately. The College recognises the integral role that a robust approach to quality assurance plays in building this confidence.

IBAT College Dublin has also identified a number of areas that affect the Public Confidence of the College from a broader perspective:

- Brand promotion and protection
- Financial stability and management of financial risk

- Operational standards to include site safety, disability access and public information provision
- Community engagement
- Public affairs communication practices with media organisations and the wider public

2.3 Findings

2.3.1 Quality of Education and Standards

In a review of the public's confidence with respect to the quality and standards at the College the following findings were compiled:

Award Recognition:

- IBAT College Dublin has been successful in achieving accreditations from eleven awarding and accrediting bodies which endorses the quality of education provided and ensures quality in the standards of awards.
- IBAT College Dublin prides itself on the use of industry-experienced lecturers, guest speakers and marketplace-centric case studies. Student feedback clearly articulates the benefits accruing from same. However findings suggest that a significant opportunity exists to better inform prospective students and the wider community of this approach and in particular the benefits gained by IBAT College Dublin students.
- All HETAC accredited programmes delivered at IBAT College Dublin are developed and designed to the NQAI awards standards. All of the awarding bodies have approved the provision of programmes at IBAT College Dublin's new city centre location; broad stakeholder feedback strongly views this as a positive development for IBAT College Dublin.
- The increase in student numbers, combined with the increased variety and level of awards provided by IBAT College Dublin, has been identified in student workshops to have added additional perceived value to the overall reputation of awards attained at the College.

Benchmarking

- IBAT College Dublin regularly benchmarks its programme offerings against other Higher Education Institutions including the Institutes of Technology, the University sector and private sector Colleges in order to identify best practice and developments in its programme offerings. Opportunities exist to better communicate this process to stakeholders of the College.
- A theme identified across all stakeholders is that the College's ability to offer an internationally accredited MBA qualification has significantly enhanced the credibility and standing of the College.
- The achievement of external verification on the content and quality of the programmes that IBAT College Dublin offers, for example the achievement of ACCA Gold status and the attainment of subject exemptions for its HETAC accounting modules has been identified as an effective mechanism for benchmarking the quality of the awards.

Academic monitoring

- A quality focus at IBAT College Dublin is evident by successful completion of over 12 different external quality reviews with commendations in the recent HETAC programmatic

review commenting on the College's *'Distinctive philosophy'* and *'Professional approach'* (May 2011).

- The quality framework within the College including the Academic Management Group, external examination process and Programmes Teams is overseen by the Academic Council. The quality review process for this SER has shown that appropriate academic oversight exists within the College to ensure the quality of the education and training provided.
- In order to promote transparency and build public confidence, the College makes public its Quality Assurance Handbook (QAH), policy documentation and the outcome of quality reviews (including this self-evaluation report). A review has shown that while these documents are available in the public domain they are not promoted sufficiently to have a measurable impact on public confidence.

External Examiners

- External examining is part of the quality assurance mechanisms that IBAT College Dublin employs to ensure the appropriateness of the programmes, the quality of the education and the standards of the awards. The need to triangulate with external review is essential in order to enhance public confidence by introducing independence and objectivity. Stakeholder research indicates that the awareness of these reviews among both the internal and external audiences at IBAT College Dublin is low.
- The external examining process has proved to be an integral part of the QA process in the College and the external examiners feedback has confirmed that the educational objectives of the awards in IBAT College Dublin are appropriate and consistent with the award standards of the National Framework of Qualifications.

QA policies and procedures

- The College has developed a quality framework for the purpose of ensuring a high standard of education and training that as a minimum meet the validated requirements of the academic programmes but that also aspire to improving practice, raising standards and enhancing the student experience. This has been identified within the quality assurance review process for this SER.
- The College has a policy in place for the protection of learners consistent with section 43 (2) (a) of the Qualifications (Education and Training) Act 1999.

Staff

- Higher Education is a service business and the calibre of staff is seen as critical to providing a superior service. A review of feedback from full time staff at IBAT College Dublin has shown that throughout its phases of development they feel they have had the opportunity to constructively contribute to its development. This collaborative approach to the development of the College is seen as a core organisational strength and a significant enabler for the College to retain and further attract eminent staff.
- The hiring strategy has been one of insisting on recruiting staff with not only the academic qualifications to deliver the relevant programme but also the industry experience to ensure that the learning experience is grounded in marketplace reality
- Review of external feedback provided by academic peers has shown that the engagement of staff across the organisation is considered to be commendable.

- Feedback from IBAT College Dublin business associates reveals a strong endorsement for the professional nature in which the College operates.
- Consistent with any organisation with new staff, it has been identified through staff surveys that additional work is required to ensure that new staff to the College are fully assimilated and aware of the mission and values of the College. This is seen as relevant to public confidence to ensure that staff represent and communicate the mission and values appropriately both internally and externally to the College.

Student

- A review of stakeholders survey shows that over 82% of students and 95.8% of graduates of IBAT College Dublin are happy to recommend IBAT College Dublin.
- The steady growth in student numbers from a diverse range of nationalities is a strong endorsement in the public confidence of the quality and standard of the awards provided by the College.
- Learner results are considered to be within the national averages and attainment by learners comparable with learner's attainment in other academic institutions. This is validated by the external examination process.
- IBAT College Dublin students have had success both academically and within the business field such as the 2011 HETAC National Student of the year award, ACCA world ranking placements and students who have successfully gone on to start their own business. These examples illustrate and reassure the public as to the effectiveness and quality of the education and training provided at IBAT College Dublin. It is evident from stakeholder research that better use could be made by IBAT College Dublin in promoting the successes these students have attained.
- A number of opportunities exist to develop stronger communications links with the College's alumni.
- IBAT College Dublin is guided by the Provision of Education to International Students: Code of Practice and Guidelines for Irish Higher Education Institutions in the provision of education to international students.
- A review of the facilities, access and policies at IBAT College Dublin show that the College has the necessary infrastructure for learners with disabilities and its relationship with this community is supportive and constructive.
- It is clear that IBAT College Dublin takes active steps to ensure that the environment within the College is welcoming and accommodating for students and staff from a wide variety of nationalities, ethnicities and religious persuasions. This is best illustrated through the mixture of staff nationalities available to support students, the diversity of the student body and the facilities which are made available for students of varying requirements.

Collaborations

- The College has successfully collaborated with awarding and professional bodies and other Higher Education Institutions to recognise or accredit the programmes offered at the College. This enhances public confidence and promotes the recognition of the standards of

the awards made by the awarding bodies. A detailed collaboration report is available to panel members on the online document portal.

2.3.2 Broader areas of Public confidence

Brand Protection / Promotion

- Significant survey feedback across a broad audience base indicates that IBAT College Dublin has been successful in creating a distinctive brand which reflects the mission and values of the institution.
- The public perception of the brand, logo, facilities, website, prospectus and environment for study has been reviewed and are seen to be in line with the mission and values for the organisation. However additional opportunities have been identified for IBAT College Dublin to promote its industry-led focus to its learning environment.
- A review of the marketing strategy shows that the College is perceived by the public as a modern institution which is student-focused, friendly and offers value for money.

Financial stability, Management of financial risk

- IBAT College Dublin produces audited accounts annually. The College has externally verified internal controls in place to ensure appropriate segregation of duties, fraud prevention measures and financial control.
- The financial arrangements and performance of the College is reviewed regularly by suitably qualified individuals to ensure appropriate financial oversight.

Leadership and management reputation

- Senior staff members are aware that as employees of IBAT College Dublin they are representatives of its values and mission. However the development of a more formal approach to this area is recommended to support and ensure that as staff numbers grow at IBAT College Dublin a consistent approach is provided.
- Considerable external stakeholder and wider educational community engagement is evident among senior IBAT College Dublin staff. Increased involvement by a wider IBAT College Dublin staff base in similar initiatives is emerging and this should be further encouraged.

Operational standards to include site safety, disability access, public information provision

- A review of the accuracy of the information provided to the public found that the information is consistent and accurate and adequate systems are in place to maintain this quality.
- The IBAT College Dublin safety officer has defined policies and procedures in place for safety on campus and ensuring compliance with all relevant legislation
- A defined disability policy is in place to ensure that reasonable accommodation is provided to students with disability
- Social media tools are used within IBAT College Dublin to communicate with the public however opportunities exist to further improve the use of this medium.

- The information being provided to the public is largely focused on prospective students however further attention needs to be given to the information requirements of the College's wider public.
- The innovative approach that IBAT College Dublin has taken to developing its technology supports the perception of IBAT College Dublin as a modern and progressive institution. Further use of technology in this respect is recommended.

Community engagement

- The process of engaging with the business world and thought leader's external to IBAT College Dublin is seen to bring a practical edge to the learning at the institution.
- IBAT College Dublin's approach to using guest speakers within some of its programme delivery has helped support the development of its public profile however this has been seen to be underutilised.
- The College has developed a strong relationship with the community in the Swords and Fingal area and has made efforts to engage with the community in the City Centre. Further efforts are recommended for both campuses.

Public affairs to include communication practices with media organisations and the general public

- IBAT College Dublin has a targeted approach to marketing to different nationality groups. This approach provides a more customised service and can be considered an effective method of developing relationships in this market place.
- Corporate Social Responsibility processes are not formalised within the College, however the recent facilitation of the filming of the RTE 'Hands on' programme on its campus is a good example of one such initiative. The CSR structures currently in place while understood to be informal, are deemed appropriate for the current size of the College.
- Given the increasing importance of brand reputation, during the review process IBAT College Dublin identified that there would be benefit in establishing a rapid media relations response should one be required.

2.4 Recommendations for Enhancement

- IBAT College Dublin needs to actively promote its internal activities such as student success, the industry-led approach to its learning, extern reviews, benchmarking reports and its quality assurance to the public audience.
- Opportunities exist for IBAT College Dublin to enhance its communication with the public using social media tools.
- The information being provided to the public is largely focused on prospective students; further attention needs to be given to the information requirements of the general public.
- IBAT College Dublin should work with new staff during induction to ensure that they are adequately aware of the mission and values of the College.
- IBAT College Dublin should prepare a policy for media management to incorporate both online and offline media.

2.5 IBAT College Dublin Conclusions

- Public Confidence has been enhanced by the successful achievement of different accreditations by the College, the increase and variety of levels of awards provided by the College and subsequent commendations of the QA assessments of these programmes.
- The engagement and retention of high calibre staff has helped create a positive professional culture within IBAT College Dublin that is appreciated by a broad base of stakeholders.
- Overall IBAT College Dublin communications could be considered to be overly focused on prospective students and opportunities particularly in the social media arena exist to expand the College's communication reach into the wider IBAT College Dublin community.

3 Objective 2 – Strategic Planning and Governance

This objective is to contribute to coherent strategic planning and governance in the College. The review may address the coherence of institutional mission, vision and values and overall institutional strategic planning.'

IBAT College Dublin is a privately funded independent for-profit College. In August 2011 IBAT College Dublin opened an additional campus in Dublin city centre, described by the College as 'State of the Art'. All programmes available in the Swords Campus are also available in the city centre. As a result of this new expansion the College has almost doubled its capacity in the provision of all programmes, many of which are now available to learners in both locations - Swords and the city centre. As part of its expansion plans the College has hired additional staff and changed its name from IBAT College Swords to IBAT College Dublin. The panel is requested to examine the impact on the College of this significant expansion in the context of the strategic planning, governance and management structures.

3.1 Approach taken

In the analysis undertaken of strategic planning and governance IBAT College Dublin reviewed its approach to strategic planning and governance, the principles which underlay this, and the inputs that are used. The College also reviewed the planning, implementation and monitoring of strategies and governance to ensure that the approach and processes that are in place are effective.

Objective 2 has been broken into two components to enable clearer identification of each of the findings: strategic planning and governance.

Following due process the following feedback mechanisms were utilised to solicit feedback for this objective:

- Phone Interviews
- Questionnaires
- External area-expert consultations
- Focus Groups

The resultant findings and further enhancements are detailed below.

Please note to ensure context is provided for readers of this SER our strategic planning approach and Governance approach is summarised at the beginning of each findings section.

3.1.1 Supporting Documents

- IBAT Stakeholder feedback
- IBAT Quality Assurance Handbook (2011)
- Dual Campus integration report
- Collaboration Review Report

For further details on the documentation referenced please refer to Appendix A.

3.2 IBAT College Dublin - Definition of Strategic Planning and Governance

3.2.1 Strategic planning

Strategic planning in IBAT College Dublin is seen as the process of defining the College's strategy and making appropriate resource allocation decisions to effectively pursue the agreed strategy. An effective stakeholder data collection process to include a thorough environmental analysis is required to define a strategy. Appropriate resource allocation is dependent on committing the resources and monitoring progress against defined targets.

3.2.2 Governance

Governance at IBAT College Dublin is seen as the process of decision-making and the process by which decisions are implemented (or not implemented) within the organisation. The principles that IBAT College Dublin follows in defining good governance include ensuring that activities are legally compliant, effective and efficient, equitable and inclusive, responsive, transparent and accountable.

3.3 *Strategy Findings*

3.3.1 Strategy process

The strategic development of IBAT College Dublin has gone through a number of phases. These phases are listed below:

- **Stage 1:** College start-up, business feasibility and funding, gaining accreditations, campus and staff readiness (2004 -2006)
- **Stage 2:** Programme portfolio development, College QA processes and procedure development and testing, brand reputation and recognition, College expansion (2006-2009)
- **Stage 3:** Dual campus preparation, funding and hiring, acquisition of second campus (2010-2011)
- **Stage 4:** Growth, staff and system development, brand enhancement (2012-2015)

When IBAT College Dublin was founded in 2004 the strategic decision-making was predominantly owner-led. This approach has evolved in line with the developments of the College to ensure that it is appropriate for the size, scale and needs of the College at each stage of its development. This evolution in strategic planning could be characterised as a transition from an entrepreneur-led model to a wider stakeholder based approach.

2011/2012 sees the College making enormous strides in the systemisation of a stakeholder based approach to strategy development. This development is being supported by external experts with specialist skills in the area.

The College has developed the following approach to enable the organisation transition to a formal stakeholder lead model:

Strategy Process

Strategy is formulated to cover a period of three years. A formal review of the strategy for the College is completed annually in March and the strategy is updated accordingly. Responsibility for strategy rests with the Senior Management Group with signoff approval on this strategy required from the Executive Board.

This annual review involves the following process:

- **Environmental Analysis** – The principle supporting environmental analysis is to ensure that a broad set of views and data is obtained. This includes a review of the educational environment utilising inputs from different perspectives including: economic data, national education strategy, legislative changes, Government publications, business and technology sector trends, industry reviews, student feedback, market research, Executive Management Board inputs, industry relevant meetings, relevant area expert input.
- **Inputs from Academic Council** – Inputs from Academic Council to include (national and international) higher educational developments and internal recommendations and enhancements

- **Senior Management review session** – In addition to a series of on-campus meetings coordinated by the Managing Director a one day off-campus session is held with the Senior Management Team. The focus of these sessions and meetings is to stimulate an effective review of the environmental analysis, inputs from Academic Council and the College’s strategy to identify constraints, enablers and opportunities for the College for the forthcoming three year period.
- **Inputs from Executive Management Board** - A review of the findings from the Senior Management review session are then presented to the Executive Management Board and further inputs are incorporated to shape the strategy.
- **Strategic plan** - On formulation of the updates to the strategy a strategic plan for the organisation which consists of a series of goals for the organisation to achieve over the following three year period is prepared. This is signed off by both the Executive Management Board and Senior Management Team in the College.

In all phases of the strategy development process from input phase to the output of goals the alignment of the proposed activities and goals for the organisation are verified against the core mission and values of IBAT College Dublin.

Implementation of the strategic goals within the organisation is achieved by breaking each goal into objectives to be completed by each department within a quarterly timeframe. These objectives are further broken down within each department into initiatives and tasks to be completed by the relevant department team members.

Progress against the department goals is managed on a weekly basis at the Senior Management Team meeting with a roll up on progress being provided to the Executive Management Board at the end of each month and quarter.

A quarterly staff meeting is held with all staff to provide an update on progress with regard to the strategic goals of the organisation for that quarter. Weekly communications and monthly team meetings keep staff apprised of priorities and progress.

3.3.2 Findings

- Reflections by the Executive Management Board, corroborated by outside experts conclude that the strategic planning process has evolved appropriately to support the strategic development of the College.
- The ability of the College to secure outside funding particularly given the current environment is testament to the College’s ability to articulate its strategic plan. Reinvestment vindicates its ability to execute on an agreed strategy.
- Members of the Senior Management Team take an active approach to understanding the educational environment in which they are operating. The recent addition of new members to the Senior Management Team is an opportunity to extend and develop this engagement.
- The business advisory group formed in 2011 who work with the Academic Department currently do not input directly into the strategic planning process. An opportunity exists to expand the remit of the business advisory group to include inputs to this strategy development process
- Staff surveys illustrate that staff know what they need to do on a daily basis and have the resources to fulfil same.

- The recruitment strategy of hiring staff with both industry and relevant academic experience at IBAT College Dublin is seen to be consistent with the mission and values of the organisation.
- IBAT College Dublin has strong working relationships with the private sector higher education institutions and has undertaken initiatives to engage with the public sector providers of higher education.
- The Senior Management Team is at an advanced stage of strengthening the Board with the addition of individuals with very significant Corporate Governance and Strategic Management experience.
- The mission statement for the College while consistent with the organisational goals is deemed too abstract and does not necessarily articulate in a way that connects with the sense of mission which exists within the organisation. There is a process underway in the College to review this mission statement.
- Survey results have shown that staff members are broadly aware of the values of the institution and staff members who are aware feel that they are fully consistent with the way the College operates. Additional work is required to ensure that all staff members are aware of the values of the organisation.
- Workshops with students have shown that they are not familiar with the mission and values of the College but agree that the values as defined are seen to be consistent with their experience with the College.

3.3.3 Findings with respect to the addition of a City Centre campus

- A Campus Readiness Team was assembled, with exclusive focus on delivering the new campus on time and within budget. This was achieved along with approval from all awarding bodies and State Agencies in advance of the planned commencement of classes in September 2011.
- The strategic decision to move into a City Centre campus is in line with the mission, values and goals of the organisation and positively supports the College's plan to grow its student base. The City Centre has further enhanced the brand reputation, access for learners and overall experience that the College has to offer.
- Effective due diligence with appropriate contingency plans to minimize the impact of the new campus on the existing Swords operation was undertaken.
- Where possible all processes and procedures with particular emphasis on QA-related ones have been mirrored across both campuses. This greatly facilitates an optimisation of staff resources and a matching of student experience, overall it is deemed to be successful.
- The cross-fertilization of skills by mixing experienced and new IBAT College Dublin staff along with industry and non-industry experienced personnel proved effective in managing the dual requirement of ensuring work continued to get done and new staff trained.
- The approach to mirroring the processes, systems and QA structures enabled current staff within IBAT College Dublin to effectively induct and train new staff with respect to these systems and avoided a potential deficit of knowledge on how to complete tasks.

- Following stakeholder input IBAT College Dublin took a decision to change its trading name from IBAT College Swords to IBAT College Dublin, thereby incorporating both campuses under the one name. Consensus is that this decision is consistent with the development of the College and ultimately to have solidified the principle that both campuses are operating under the same quality standards and structures.
- It is evidenced from workshops with students that the rebranding of IBAT College Swords to IBAT College Dublin has added to the overall perception of IBAT College as a brand.

3.3.4 Further Enhancements

- IBAT College Dublin should engage further with industry to ensure that the strategic direction of the College is meeting the requirements of industry.
- A review of IBAT College Dublin's mission statement needs to be completed to incorporate more effectively the sense of mission in the College.
- IBAT College Dublin should take a more active approach to publicising the values of the College to all stakeholders.
- The move to a more formal stakeholder driven approach to strategic management, while appropriate should be closely monitored given the increased importance of this exercise within the expanded organisation.

3.4 Governance Findings

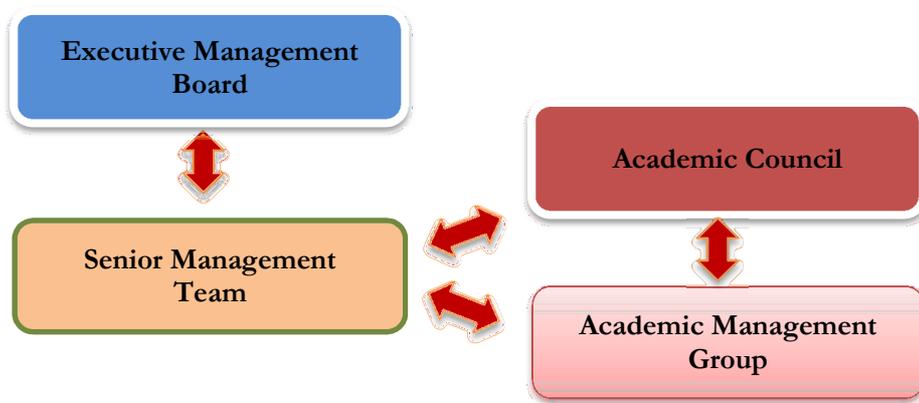
3.4.1 Governance Structures

IBAT College Dublin has taken a structured approach to the development of a governance infrastructure within the College.

The development of our Quality Assurance principles and structures are guided by the HETAC quality assurance policies and procedures, led by the Academic Director and are designed in-line with best practice within the education sector.

The Committee and organisational structures frame the management and governance structures in IBAT College Dublin.

Committee Structure



The Executive Management Board comprises the most senior staff in the organisation along with outside parties. This board meets on a monthly basis and reviews all activities in relation to the College’s operation.

The Senior Management Team is comprised of the Marketing and Admissions Manager, Director of Academics, Operations Manager, Student Experience Manager, Registrar and Managing Director. This team meet on a weekly basis.

The Academic Council is made up of the Academic Director (Chairperson), Registrar of IBAT College Dublin, four representatives of academic staff and student representatives.

The Academic Management Group is made up of the Academic Director (Chairperson), Academic Manager, Registrar of IBAT College Dublin, Student Experience Manager, Programme Leaders and Programme Coordinators and Examination Officers.

Organisational structures



A more detailed organisational chart is available to panel members on the online document portal.

3.4.2 Findings

- A review of the committee structures found the membership to be representative and fair, akin to similar organisations and consistent with best known practice
- While the participatory nature of the academic governing structures is deemed suitable, additional information and support should be provided to ensure that the student representative fully understands their role and responsibilities as a member of this academic board.
- The governance structures of IBAT College Dublin as a commercial entity comply with all legal requirements under company law.
- The frequencies with which governance meetings are held within the College are seen to be suitable to support effective and efficient decision making within the organisation.
- The process for selecting students whereby the student is required to be an elected class representative demonstrates the inclusive approach to representing the student bodies' views in the governance structures. This process is being implemented within the College.
- The decision making process within IBAT College Dublin is seen to be effective and progressive. There is developing confidence and capability within the wider team structure to make informed decisions and an understanding of where escalation of a particular issue is warranted.
- An opportunity exists for more effective communication with staff and students with regard to IBAT College Dublin's governance structures, the types of decisions that are taken and the membership of the governing boards. This would foster more inclusive decision making and an opportunity for better representation of views.
- The effective use of external members on the Executive Management Board and on the Academic Council provides external oversight on the activities and decisions which are being implemented by the organisation.
- The required processes and structures are in place to ensure the appropriate separation of decision making powers between the academic and commercial elements of the business.
- The governance structure has been found to have effective separation of roles within the organisation to ensure that the judicial interests of the students are catered for in a fair, consistent and unbiased manner.
- As IBAT College Dublin has developed its governing structures focus has been placed on ensuring that these structures are formal and not subject to the adverse influence of personalities or individuals.

3.4.3 Findings with respect to the addition of a city centre campus

- It is considered that the addition of personnel with considerable Corporate Governance expertise to the IBAT College Dublin Board will significantly augment the effective oversight of the College's activities across both campuses.

- To ensure adequate student representation, student representatives from both undergraduate and postgraduate programmes across both campuses are represented on the Academic Council.

3.4.4 Further enhancements

- Effective methods of ensuring consistency of student experience across both campuses should be enhanced
- Additional information and support should be provided to ensure that the student representation on the Academic Council fully understands their role and responsibilities as a member of this board.

3.5 *IBAT College Dublin Conclusions*

- The Strategy process has satisfactorily evolved with the evolution of the College. The move to a more formal stakeholder driven approach to strategic management should be closely monitored given the increased importance of this exercise within the expanded organisation.
- The ability of the College to secure outside funding given the current environment is testament to the College's ability to articulate its strategic plan. Reinvestment vindicates its ability to execute on an agreed strategy.
- Corporate Governance principles are in line with best practice. The addition of experienced personnel with very considerable corporate governance expertise will significantly augment IBAT College Dublin's competence in this important area.
- The ability of the College to complete a project on the scale of the city centre campus on time and within budget is commendable. Ensuring consistency of the student experience across both campuses will remain an on-going challenge.

4 Objective 3: To assess the effectiveness of the Quality Assurance arrangements operated by the College

This objective is to assess the effectiveness of the Quality Assurance arrangements operated by the College. This will be based on Part One of the European Standards and Guidelines for Quality Assurance (abbreviated as ESG). By including this in the Institutional Review process the statutory requirement for review of QA is met. How the College manages its QA for the "seven elements" of Part One of the European Standards and Guidelines should be explicitly addressed by the review process including: Policy and Procedures for Quality Assurance; Approval, Monitoring and Periodic Review of Programmes and Awards; Assessment of Learners; Quality Assurance of Teaching Staff; Learning Resources and Support; Information Systems; Public Information.

Special Consideration for IBAT College Dublin

The Institutional Review should consider the quality assurance arrangements in place for both centres provided by IBAT College Dublin - the new Dublin city centre location in Wellington Quay and the established Swords campus location.

4.1 Approach Taken

The review of the effectiveness of IBAT College Dublin's Quality Assurance arrangements has been based on the seven elements of Part 1: European standards and guidelines for internal quality assurance within Higher Education Institutions. This means that the QA effectiveness review has focused on the activities of IBAT College Dublin under the following headings

1. Policy and procedures for quality assurance
2. Approval, monitoring and periodic review of programmes and awards
3. Assessment of students
4. Quality assurance of teaching staff
5. Learning resources and student support
6. Information systems
7. Public information

As defined within the Terms of Reference of the Institutional Review, this section reflects on the findings of the effectiveness of the quality assurance system in IBAT College Dublin including the logistical, pedagogical and delivery related impact on quality in delivering programmes in dual campus mode.

Following due process the following feedback mechanisms were used to solicit feedback for this objective:

- Desk based review of IBAT College Dublin policies and procedures against the requirements of the ESG document
- Review of IBAT College Dublin practices against the College's own policies and procedures
- Review of on-going routinely generated data, within IBAT College Dublin, which are the output of these processes - this includes student academic process output and statistics, academic programme monitoring output, organisational and operational data, etc.
- Review of output of specific programme reviews and academic monitoring processes
- Discussions with, and survey of identified stakeholders (internal and external) in accordance with IBAT College Dublin policies and procedures

The feedback sought was structured around a number of questions. This included consultation with:

- Staff - academic, non-academic and management staff
- Students including class representatives
- Recent graduates
- Employers of recent graduates
- Awarding and accrediting bodies
- Industry representatives

4.1.1 Supporting Documents

- QA Effectiveness Report - A report on the review of IBAT College Dublin QA Operations in comparison to the criteria listed in Part 1 of the European Standards and Guidelines for Quality Assurance document
- IBAT Stakeholder Feedback - Stakeholder Feedback Reports, including output of surveys conducted to support and evidence the review
- Guidelines and Criteria for Quality Assurance Procedures in Higher Education and Training HETAC (2011)
- Supplementary Guidelines for the Review of Effectiveness of Quality Assurance Procedures HETAC (2011)
- Standards and Guidelines for Quality Assurance in the European Higher Education Area ENQA- 3rd ed. (2009)
- Effective Practice Guideline for External Examining HETAC (2010)
- Core Validation Policy and Criteria HETAC (2010)
- General Programme Validation Manual HETAC (2010)
- Assessment and Standards HETAC (2009)
- Award Standards HETAC (2005)
- Provision of Education to International Students: Code of Practice and Guidelines for Irish Higher Education Institution (IHEQN)
- Policies, Actions and Procedures for Access, Transfers and Progression for Learners NQAI (2003)
- Principles and Operational Guidelines for the Recognition of Prior Learning NQAI (2005)
- IBAT College Dublin Programme Documentation
- IBAT College Dublin Quality Assurance Handbook (2011)
- IBAT College Dublin Examination Regulations (2011)
- IBAT College Dublin Policy on Deferral (2011)

For further details on the documentation referenced please refer to Appendix A.

4.2 Policy and Procedures for Quality Assurance (ESG 1.1)

Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly to the development of a culture which recognises the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.

4.2.1 Approach Taken

This review sought to ensure that the College's policies and processes are consistent with the requirements of the relevant awarding bodies and that the QAH also reflects more recent good practice initiatives within higher education, including HETAC developments since the last review/publication.

The self-review of quality assurance for inclusion in this report considered IBAT College Dublin's institutional processes specifically:

- Development of QA procedures
- Approval of QA Procedures
- Review of QA Procedures
- Benchmarking against similar providers

Where relevant, statistics and outcomes of previous evaluations and review events, and the resulting actions have been identified and fed into this process to facilitate a more thorough reflection on institutional quality assurance activities. Where close-outs are identified these have been verified as valid and where they have not yet been implemented the necessary action has been fed into the findings sections of the review report.

The detailed report to support the findings outlined in this section is available on the online document portal under the report titled 'QA Effectiveness Report'.

4.2.2 Findings

Development of the QA Systems in IBAT College Dublin

- IBAT College Dublin agreed an initial set of quality assurance procedures with HETAC in 2006. Along with annual incremental updates in 2011 the College revised and published an updated Quality Assurance Handbook (QAH) to ensure that a coherent approach towards the College's quality assurance was reflected throughout the document.
- The QAH reflects recent good practice initiatives within higher education, including HETAC developments since the last publication and the European Standards and Guidelines for Internal Quality Assurance within Higher Education Institutions. The revision of academic structures, roles and responsibilities within IBAT College Dublin, library developments and developments relating to the pastoral care of learners are also detailed in this revision.
- This self-evaluation review found that the update of IBAT College Dublin's quality assurance activities, the QAH and the relevant College policy and procedural documentation is driven by the Academic Director and is undertaken at institutional level within the College in accordance with Section 8: Procedures and Policy for Evaluating Quality Assurance in the QAH.
- From its inception the College has promoted the ideal of quality (across all levels of the institution) being everyone's responsibility to ensure that, from admissions through to graduation every student receives a first class experience. QA is managed and implemented

centrally through the Academic Department (led by the Academic Director) in conjunction with the Registrar's office.

Operation of the QA Procedures

- The operation and implementation of the effectiveness of the QA policies and procedures was evaluated using the audit process detailed in the HETAC Supplementary Guidelines for the Review of the Effectiveness of Quality Assurance Procedures. The range of Quality Assurance Procedures evidenced in the College is consistent with HETAC Guidelines and Criteria for Quality Assurance Procedures and with the European Standards and Guidelines for Quality Assurance in Higher Education.
- All of the actions arising out of programmatic review, programme validation events, external examiner findings have been implemented or a plan regarding implementation has been developed and these are currently being actioned.
- Feedback from students and consultation with other stakeholders is sought regularly and in a number of different ways. This helps inform policy and aids decision making in the College. However, the review found that procedures for analysing and implementing change, as a result of this feedback, needs to be more transparent.
- Students in both campuses form an integral part of the quality assurance process through their representation on Programme Teams, class representative meetings and more recently at Academic Council.
- A development in 2011 for the College was the appointment of the Academic Director to lead the academic function in the College and to lead and manage the implementation of QA policies and procedures working closely with the Registrar.

Review of QA procedures

- Overall effectiveness of the QA procedures is reviewed on an on-going basis through the Academic Management Group and Programme Team meetings. The standards and practices across all programmes and the application of these standards and practices are addressed at these meetings.
- There is evidence that the College engages in self-evaluation at department, programme and Institutional level. The QAH is reviewed and updated annually to reflect recent developments, improvements and policy changes.

Special Consideration for IBAT College Dublin – Dual Campus

- While there is consensus that there are different resources and facility requirements between the two campuses, the same quality assurance arrangements apply and these are implemented uniformly across both campuses.
- The impact of dual campus delivery will continue to be incorporated in all future QA reviews.

4.2.3 Recommendations for Further Enhancements

- With the appointment of the Academic Director, and the commonality of membership of the Academic Management Group, the Academic Council and the College's Senior Management Group, more formal communication practices need to be defined.

- The regular and systematic self-review of QA needs to continue to reflect organisational developments and best practice

4.3 **Approval, monitoring and periodic review of programmes and awards (ESG 1.2)**

Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards.

4.3.1 Approach Taken

- Identification and review of the QA policies and procedures governing the processes
- Review of the implementation of the policies and procedures governing the process
- Qualitative and quantitative data generated by the QA procedures governing the processes (programmatic review, external examiners reports, programme documentation, stakeholders surveys)
- Analysis and interpretation of the data generated by the QA procedures governing the processes
- Benchmarking against similar providers

4.3.2 Findings

- IBAT College Dublin has been successful in developing programmes as evidenced by the successful approval of programmes at level 6-8 on the NFQ. The College has recently developed an MBA level 9 programme (awaiting approval) and is currently embarking on the new programme approval process with FETAC and developing awards under FETAC's new Common Awards System.
- A review of the approval, monitoring and periodic review of programmes and awards shows that these procedures as detailed in the QAH reflect HETAC requirements in this area.
- In 2011 the College undertook a formal review of the suite of HETAC accredited programmes under Programmatic Review as part of HETAC's Provider Monitoring Procedures. This resulted in a positive outcome for the College with a number of commendations, a small number of conditions (all actioned) and a number of recommendations which are currently being implemented.
- Monitoring of courses is undertaken by the programme leader, incorporating feedback from the Programme Team (including student feedback) and this is presented at Academic Management Group meetings. Formal programme monitoring reports should be standardised across all programmes.
- While feedback from students is captured in many different ways both formally and informally, communication of the various mechanisms available to students needs enhancement to facilitate the students understanding of what constitutes feedback. Feedback from graduates is not regularly sought, and this is noted as an area the College can improve on.
- While there is evidence to indicate that the recommendations from external examiners have been implemented, the process of documenting and monitoring these improvements should be standardised across all programmes.

Special Considerations for IBAT College Dublin – Dual Campus

- All programmes are developed and reviewed in accordance with IBAT College Dublin's Quality Assurance procedures with the same processes in place for both campuses. When seeking approval of new programmes provision will be made for the programme to be delivered in both campuses.

- The same annual review procedures will apply to both campuses. Confidence in the approval, monitoring and periodic review of programmes and awards is enhanced due to the commonality of resources across both campuses.

4.3.3 Recommendations for Further Enhancements

- In line with its strategic objectives the College needs to continue to develop its suite of programme offerings particularly at level 7, 8 and 9 on the NFQ.
- The process of documenting and monitoring changes introduced as a result of student and external feedback (including external examiners) needs to be standardised across all programmes.
- While it is noted that there have only been a relatively small number of graduates to date, the College needs to ensure closer links with alumni to inform programme review activities.

4.4 *Assessment of students (ESG 1.3)*

Students should be assessed using published criteria, regulations and procedures which are applied consistently.

4.4.1 Approach taken

- Review of the assessment policies and procedures in IBAT College Dublin and IBAT College Dublin examination regulations
- Review of the assessment practices in IBAT College Dublin
- Review of the implementation of the assessment policies and procedures
- Qualitative and quantitative data generated by the QA procedures governing the processes (programmatic review, external examiners reports, assessment strategy documentation, stakeholders surveys)
- Analysis of student results and progression and retention rates
- Benchmarking against similar providers

4.4.2 Findings

- All HETAC programmes in the College including their assessment strategies and assessment methodologies were reviewed under HETAC Programmatic Review in 2011. The findings of the programmatic review can be found in the online document portal under the folder 'Internal documents'.
- The review found the key document guiding and informing staff involved in assessment is the HETAC Assessment and Standards (2009) and IBAT College Dublin adheres to the policies and procedures outlined in that document. Assessments and assessment strategies are also guided by:
 - IBAT College Dublin Quality Manual (updated 2011)
 - IBAT College Dublin Programme Validation Documents (2006) (2008) (2009)
 - IBAT College Dublin Examinations Regulations (2010)
 - IBAT College Dublin Policy on Plagiarism (2009)
 - IBAT College Dublin Submission of Course Work (2009)
 - IBAT College Dublin Policy on Deferral (2011)
 - IBAT College Dublin Policy on Group Work (2011)
- The practice of internal and external verification of assessment and examination scripts has been in place since the delivery of the first programme in the College. All examination papers are internally moderated and then sent to the external examiner for external feedback. Overall feedback from the external examiners and student feedback has indicated that assessment in IBAT College Dublin is fair, consistent and reliable.
- Lecturers take ownership of their modules and are actively involved in the development of the modules, associated learning outcomes, assessment strategy and assessment instruments for that module.
- Learner results are considered to be within national averages and attainment by learners compares with learner's attainment in other academic Institutions as validated by the external examination process.
- The review found that examination boards for HETAC accredited programmes at IBAT College Dublin are conducted in accordance with HETAC's Assessment and Standards (2009) policy document. These policies are defined in section 6 of the QAH.
- The College has measures in place to ensure that learners are kept informed of what is expected of them in terms of assessment and their progress on a programme of study. The student handbook which includes the examination regulations and a comprehensive calendar

of assessment is developed for each programme and is issued to students at the start of the academic year. Feedback from students and graduates highlighted areas that the College can initiate improvements on regarding assessment:

- More detailed and specific feedback from lecturers regarding outcomes of assessments and examinations processes and results
 - Clarity on the standards expected in examinations and assessments at the various levels
 - More timely communication of results
- In response to student feedback and to ensure consistency and clarity all information and communications regarding assessments, results and repeat opportunities are now administered through the examinations office. This is under the remit of the Registrar rather than the individual programme leader as was previously the case.

Special Considerations for IBAT College Dublin – Dual Campus

- In line with the overall QA system in IBAT College Dublin the same policies, procedures and processes for the assessment of students apply to both the Swords and the city centre campus.
- In an effort to ensure consistency the same lecturer (in the majority of instances and in so far as it is practically possible) delivers the same modules at both campuses.
- To ensure consistency, fairness and transparency, learners take identical assessments and examinations at the same time in both campuses. Where the same lecturer does not deliver a common module the lecturers jointly develop examinations which learners then take at a common time.
- Examination results for both campuses will continue to be moderated and compared to ensure consistency and transparency. Where different lecturers deliver the module the student experience needs to be monitored to ensure consistency.

4.4.3 Recommendations for Further Enhancements

- Formal written response is required to 'close the loop' in terms of any recommendations and developments implemented as a response to the external examiners.

4.5 **Quality assurance of teaching staff (ESG 1.4)**

Institutions should have ways of satisfying themselves that staff involved with the teaching of students are qualified and competent to do so. They should be available to those undertaking external reviews, and commented upon in reports.

4.5.1 Approach Taken

- Review of policies and procedures in relation to the recruitment, selection and appointment of teaching staff
- Review of the implementation of the policies and procedures for teaching staff
- Qualitative and quantitative data generated by the QA procedures governing the processes (programmatic review, external examiners reports, assessment strategy documentation, stakeholder surveys and interview)
- Review of the qualifications and experience of academic staff
- Benchmarking against similar providers

4.5.2 Findings

- Recruitment, selection and induction procedures are detailed in the QAH and these are found to be well established and are applied consistently across the College.
- It is apparent that the College acknowledges the importance of a high standard of competence and professionalism among teaching staff in order to maintain the quality of programme delivery and assessment.
- The College employs in excess of 60 associate lecturing staff to deliver the various full and part-time programme offerings. While there has been a significant investment in resources in the Academic Department to date the ratio of associate lecturing staff to full time academic staff remains relatively high.
- The willingness of lecturers, including associate lecturers, to engage in Programme Team meetings, programme development and review, and embrace new teaching and assessment methodologies is laudable, and has been commended by external panels. The review found that in general students are satisfied that they have sufficient access to their lecturers.
- 95% of teaching staff on HETAC accredited programmes have qualifications to Masters Level or above in their relevant specialist area. Student feedback found that the additional use of guest speakers has proved an excellent way of providing current, realistic expertise on critical topics and imparting real-life experiences.
- The College encourages the development of academic staff by:
 - providing funding for staff to engage in further study relevant to their discipline area
 - supporting attendance at conferences and seminars
 - attendance at a number of planned workshops and seminars organised collaboratively with other Higher Education Institutions

Special Considerations for IBAT College Dublin – Dual Campus

- Teaching in two physical campuses demands extra effort from teaching staff. As well as the time and logistical constraints there are challenges in relation to the pedagogical requirements of two different groups involved in the same learning.
- It is acknowledged that the challenge will be to maintain the high quality of the teaching and learning and to ensure consistency across both campuses.

4.5.3 Recommendations for Further Enhancements

- Professional development of teaching staff should be prioritised and management need to actively encourage and support staff in their professional development to ensure all staff are up-to-date in their discipline area.

4.6 Learning resources and student support (ESG 1.5)

Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered.

4.6.1 Approach Taken

- Review of learning resources and student supports
- Review of provision of education to international students in relation to the guidelines outlined in the Provision of Education to International Students: Code of Practice and Guidelines for Irish Higher Education Institutions (IHEQN)
- Qualitative and quantitative data generated by stakeholder surveys
- Benchmarking against similar providers

4.6.2 Findings

- IBAT College Dublin recognises the benefits to the College community of having a diverse student body and endeavours to integrate the academic, cultural, social, personal and spiritual dimensions of its student population.
- IBAT College Dublin is guided by the Provision of Education to International Students: Code of Practice and Guidelines for Irish Higher Education Institutions in the provision of education to international students.
- Supports offered by the College include: -
 - Moodle - All students have access to lesson plans, syllabi and lecture notes for all classes. Moodle also affords the students direct communication and discussion forums with lecturers and other students
 - Google Apps account with IBAT College Dublin email
 - IBAT College Dublin Portal – Individualised student portal with access to the College library, discussion forums, timetables, attendance and assessment records
 - Credit for printing and photocopying in the College
- The College operates an open-door policy and culture which allows access to any member of the academic or support staff. The College acknowledges that the challenge will be to maintain this into the future as the College expands across both campuses.
- Students are required to attend an induction session prior to the commencement of each academic year where they receive general and programme-specific information including their timetable, their assessment schedule, and the teaching and learning strategies relevant to their programme. The review found that the majority of students attend one of these sessions. There appears to be a gap in awareness of institutional information for those who have not attended such an event, therefore an opportunity exists for the College to introduce a QA mechanism to evaluate the effectiveness of these sessions.
- A welcome pack is provided for all students. This includes a programme-specific handbook to ensure that all students are aware of the facilities and supports available within the College. This review has found that the majority of students feel that information on academic programmes is current and readily available to them.
- The careers officer provides students with support in preparing their curriculum vitae and in preparing appropriately for a job interview. This is a very recent appointment to the College so, while many students have not yet availed of the service, those that did have found it to be of use, and those that have not have indicated that they will avail of this service in the future.

The College also has a dedicated and interactive jobs portal which is fully incorporated into the IBAT College Dublin student portal.

- There is a dedicated programme leader in place for each of the HETAC accredited programmes and this has proved to be a vital link between the College and the student body. However, there is still some communication required with the student body about when and how to contact their programme leader.
- The College has a dedicated international office with four international student officers to assist International students with personal, academic and practical matters.
- With the opening of the English Language school in September 2011 the College can now offer formal support for those learners whose first language is not English.

Library

- IBAT College Dublin has two dedicated libraries and information facilities for learners and faculty. The library services provide information to support the learning and research of learners and faculty. The library is seen as a vital part of the student supports and the overall student experience.
- All electronic resources in the library are available off-campus, 24 hours a day. The library catalogue, e-books and databases can also be searched via handheld mobile devices. Wireless access is provided throughout the campus buildings for learners' and staff convenience.
- The College has recently upgraded the library website/web portal, to provide faculty and learners with an interactive platform where they can search the library catalogue for titles and texts and offers a categorised, easy-to-use linked information facility. In response to student feedback, and in order to highlight the range of library resources, a number of library information sessions have been undertaken as part of induction and as an on-going support resource.
- The library is currently developing its Facebook page and Twitter account. It is envisaged that these platforms will allow library staff connect with its users to keep them abreast of library developments and news.
- While text magnification and text-to-audio software is available, the library needs to be further developed to include audio e-books and journals in order to enhance learning for learners with disabilities.

Special Considerations for IBAT College Dublin – Dual Campus

- The College has provided student supports to replicate those already available in the Swords Campus. In addition to the large number of classrooms and IT laboratories, the city centre campus offers students modern library facilities, canteen facilities on each floor, an auditorium and a debating chamber.
- Significant human resources have been recruited to support student services in the new campus including a full-time librarian, careers officer and additional student support staff including international student officers and extensive English language support.
- Provision of student information through Moodle is replicated in both campuses with students having the same access to the online student portal and library resources.

- IBAT College Dublin City Centre campus is compliant with the latest disability access legislation (2010).

4.6.3 Recommendations for Further Enhancements

- Activities and utilisation of resources in both libraries need to be monitored i.e. peak usage times, material circulation and the number and types of material borrowed, to facilitate resource and service planning.
- On-going professional development of library staff will be planned and implemented within the context of the academic staff development programme. It is recommended that library staff attend relevant library and information service seminars, workshops and courses in order to ensure that practices and facilities are up-to-date.

4.7 Information Systems (ESG 1.6)

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities.

4.7.1 Approach Taken

- Review of the IT infrastructure and provision
- Review of IT policies and procedures
- Quantitative and qualitative data generated by stakeholder surveys and interviews
- External examiner feedback reports
- Benchmarking against similar providers

4.7.2 Findings

- IBAT College Dublin has established information systems to support the operation, management, review and development of academic programmes and their support activities within the College
- The College boasts extensive IT infrastructure and services which facilitate the flow of information between staff and students regardless of physical location.
- The College's student management information system is used for data relating to student registration, assessment results and student financial details. Financial management data and payroll activities are supported by additional IT systems and HR records are retained through relevant Microsoft applications. Based on the current size of the organisation, these MIS systems are sufficient to generate necessary data and are deemed fit-for-purpose.
- Appropriate record back-up, management, archive, retrieval and destruction practices and procedures exist within IBAT College Dublin and the framework is in place to support this on-going practice with the development and growth of the College.
- Learners use Moodle extensively, with most learners using it to view module specific material. Learners also use it to submit online requests, use the online feedback service, access their own timetable and view their attendance and assessment results online. While all learners have automatic access to the IBAT College Dublin forum, that allows learners create and contribute to discussions within the College, the review found that is currently underutilised by students and some lecturers.
- Learners have access to the IBAT College Dublin library online through Moodle. This allows them to search and reserve library material online and also supports access to thousands of online journals, articles and peer reviewed papers. Further information and training for students is required to ensure this facility is used to its full potential.

Special Considerations for IBAT College Dublin – Dual Campus

- The IT Department is responsible for the provision of IT facilities, services and support to both students and staff in both campuses. There is a 100Mb LAN connection between both the Swords and Dublin city centre building which allows full access to all the College's online resources including the Student Management System, Library, shared drives, Intranet, Moodle and student portal.
- The additional IT and staff requirements to support the second campus have been put in place and have been deemed successful

- It is evident from staff feedback and senior management reflection that the implementation approach taken to IT for a dual campus environment has enabled the organisation to continue to work effectively.

4.7.3 Recommendations for Further Enhancements

- IBAT College Dublin should continue its investment in IT to ensure that innovations in this space are leveraged by the organisation.

4.8 Public information (ESG 1.7)

Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards they are offering.

4.8.1 Approach Taken

- Review of the various communications media – website, printed material and peer reviews
- Qualitative and quantitative data generated from stakeholder (student, staff, graduate, employers and community) surveys and interviews
- Output of HETAC processes including programme documents and programmatic review reports
- Benchmarking against similar providers

4.8.2 Findings

- The IBAT College Dublin website (www.ibat.ie) is recognised as the primary tool to communicate with stakeholders including students. In this context, the College recognises the importance of having an up to date and relevant website and continuously manages the integrity of this data. A review of the information on the site found it to be accurate and up to date and consistent with printed promotional material. Additionally stakeholders have confirmed that they have been able to access required information through this site.
- The generation of IBAT College Dublin's printed promotional material supports the provision of information through the website, while also facilitating the College's presence at exhibitions and fairs, both nationally and internationally with international material prepared by native speakers. Student feedback on the prospectus, its format and the information it contains has been extremely positive.
- Evaluation by peers and stakeholders is central to on-going and periodic institutional self-review practices, and the College supports the publication of such reviews to support public confidence.
- The review found that the necessary safeguards, as detailed within the procedure for managing public information, are in place to ensure that the information presented to the public is accurate and up to date.

4.9 *IBAT College Dublin Conclusions*

The College is committed to high quality in teaching and learning and has a range of expertise and a level of commitment from its teaching staff that has been commended by various external review panels. Achieving high quality must involve and integrate every aspect of the College's policies, processes, environment and people. As the College grows, its operations and quality processes need to evolve in order to keep pace with these changes. Continuous improvement efforts of all employees are required in order to work towards the goal of developing and fostering a culture of quality enhancement in the College.

The College has fostered close links with its diverse student body, and by continually seeking student feedback a strong customer-orientated culture has evolved. The College is committed to maintaining these links and establishing closer links with external stakeholders, in particular alumni to assist the College continue to enhance the quality and relevancy of the education and training it provides.

Follow-up to quality review and evaluation is an integral part of the review process. Decisions on improvements and how these are implemented provide a framework within which the College can

continue to work toward continuous improvement. The suggested standardisation of this approach will ensure the integration of all the functions within the College and will result in a more holistic approach to self-evaluation and review.

5 Objective 4 - Access transfer and progression

Objective: 'To confirm the extent that the Institution has implemented the national framework of qualifications and procedures for access, transfer and progression'

5.1 Approach taken

The National Qualifications Authority of Ireland (NQAI) has, as one of its core objectives, the promotion and facilitation of access, transfer and progression throughout the span of education and training provision.⁴

To progress these objectives, the NQAI identified four distinct themes which IBAT College Dublin has used to structure its review in relation to this objective:

- Credit
- Transfer and Progression
- Entry Arrangements
- Information Provision

A desk based review of documentation (including the Quality Assurance Handbook and IBAT College Dublin's policies and procedures relating to access and transfer) was undertaken to establish compliance and coherence with the National Qualifications Authority of Ireland (NQAI) principles and objectives in relation to access, transfer and progression.

A review of the College's activities in implementing these policies was also undertaken. Evidence was sought from programme documentation, surveys, consideration of institutional data, statistical information, competitor analysis and programmatic review activity.

The review also details some initiatives undertaken by IBAT College Dublin to facilitate access to its suite of programmes.

5.1.1 Supporting Documents

- IBAT Access Transfer and Progression Report
- IBAT Stakeholder feedback
- IBAT College Dublin Quality Assurance Handbook (2011)
- IBAT College Dublin RPL Policy and Procedure (2011)
- Policies, Actions and Procedures for Access, Transfer and Progression, NQAI (2003)
- Progression Statistics
- External Examiners Reports
- Programme documentation including module descriptors and course schedules
- IBAT College Dublin prospectus and website

For further details on the documentation referenced please refer to Appendix A.

5.2 Findings

The College's underlying philosophy, consistent with that of the NFQ framework, and in line with the principles of the Bologna Declaration (1999) is that a learner achieving an award is in principle eligible to progress to a programme of study leading to an award at the next level of the framework, where there is such an award in the same or cognate field of learning. The development and structure of the HETAC Programmes offered at IBAT College Dublin supports this.

⁴ NQAI (2009)

5.2.1 Credit

- All HETAC-accredited programmes delivered in IBAT College Dublin are developed and designed to comply with the NQAI awards standards. All of the College programmes are credit-based, in accordance with the European Credit Transfer System (ECTS), allowing the learner to accumulate credits in order to achieve the identified award. This approach facilitates learners in a lifelong learning context, facilitating credit accumulation, credit transfer, learner mobility, and the processes for the recognition of prior learning (RPL).
- As part of HETAC programmatic review in May 2011, all programmes accredited by HETAC were revised, and workloads aligned so that the credit allocation for all modules was adjusted to multiples of 5 credits. This is in line with module credit weightings within many other providers and facilitates greater learner transferability.

5.2.2 Transfer and Progression

- IBAT College Dublin demonstrates its capacity to identify and realise a clearly signposted progression route through the NFQ. The College offers HETAC awards in Business at level 6, 7 and 8 on the NFQ, each one designed as an add-on to the previously accredited award. Because of the small number of specialist programmes and the natural progression through the levels, the majority of students progress through the levels with only a small number of students who transfer to different programmes within the College.
- All HETAC programmes delivered in the College are modularised and semesterised. From September 2011, the College also offers the Bachelor of Business programme on the Accumulation of Credits and Certification of Subjects (ACCS) scheme, allowing students to gain credits for each module successfully completed in part-time mode, and to accumulate those credits, over time, towards the nationally recognised award of Bachelor of Business (Honours).
- Following programmatic review in 2011, a level 6 exit minor award has been introduced after stage one to facilitate learners who are not in a position, or do not wish to progress with their studies, achieve an award and gain credit for their completed studies.
- The College has a detailed Recognition of Prior Learning (RPL) policy and application process in place to facilitate non-standard applications and applicants seeking advanced entry or subject exemptions. Transfer from programmes undertaken in other institutions is facilitated by the College if the completed elements of the programme are comparable and at an equivalent level on the NFQ.
- The Academic Management Group makes recommendations regarding RPL by considering the credits, level, depth and learning already achieved in order to make a decision regarding appropriate entry. The College considers the implementation of RPL as challenging with many different views among providers and awarding bodies on how it can and should be administered. The College also acknowledges a gap in the RPL Policy and Guidelines in relation to the accreditation of prior experiential learning and the awarding of credits for previous non-accredited learning.
- The progression rates through the HETAC accredited Programmes within IBAT College Dublin are consistent with national averages, with the exception of year 1. As with many other Institutes (both private and public) the issue of student retention is an issue. As much of the research in this area concludes there is no one single factor which explains non-completion but rather a multitude of various factors and influences. These are areas which remain priorities for the College and a Steering Group has been established to research and further advise on this issue to the Academic Management Group.

5.2.3 Entry Arrangements

- IBAT College Dublin adheres to the principle that all candidates have the right to a fair, valid and reliable procedure for the allocation of places onto any of its programmes of study. The College takes appropriate steps to assess each applicant's potential and make a professional judgment about their ability to successfully complete the programme of study and achieve the relevant award.
- Minimum entry requirements including English language requirements are clearly outlined in programme documents, the IBAT College Dublin prospectus and on the College website. This is supported by the College's Admissions Department and the School of English.
- Access is facilitated through the standard CAO route, mature entry routes and by a range of expressed agreements with FETAC programmes, professional awarding bodies and through the RPL policy referred to above (for non-standard applicants).
- There are processes in place for dealing with recognition of awards from outside the State. The College operates the NARIC system and utilises the NQAI Qualifications Recognition system in order to compare and establish equivalency of international awards. The College also considers recognition of professional and equivalent qualifications for access to its programmes, and recognises that in some cases (on advice from the Academic Management Group) this may require a levelling course, qualifying examination or bridging studies, all of which have previously been implemented by the College.
- The introduction of the ACCS offering at level 7 complements the availability of the level 6 programme in part-time ACCS mode. This is designed to facilitate access to learners who cannot commit to study full-time and those who wish to engage in a more flexible learning approach.
- The College prides itself on the affordability of its programmes and believes in making higher education accessible to a wider audience including those who may previously have found the cost of higher education a barrier to entry.
- The College provides disability supports for learners with disabilities and those with learning difficulties to assist the achievement of educational goals. In so far as is practically possible, the Programme Leader in conjunction with College staff work to assist learners with disabilities in meeting their full academic potential.

5.2.4 Information Provision

- IBAT College Dublin's communication with learners and prospective learners complies with its statutory obligations under Section 46 of the Qualification (Education and Training) Act 1999. The College ensures that accurate and reliable information is available to all learners through a range of approaches and formats accessible to a diversity of learners to enable them to plan their learning on the basis of a clear understanding of the awards available, the associated entry arrangements, and potential progression routes.
- The primary means of providing information to learners and prospective learners are the web site, the College prospectus, Moodle, student handbooks, programme and module-specific literature. The individual module descriptor details the level and credits associated with the module, the learning outcomes, the assessment elements and where appropriate, prerequisites and co-requisite modules.

Initiatives undertaken by IBAT College Dublin to facilitate Access:

- In response to the high number of potential students presenting with failure rates in mathematics in the Leaving Certificate, IBAT College Dublin sought and were granted agreement from HETAC to deliver a FETAC component award in Mathematics. Over 80% of candidates on this programme achieved a distinction - the required standard for entry onto the HETAC programmes.
- The College has facilitated students who needed to acquire a prerequisite level of knowledge in core modules prior to gaining entry to the College programmes, by delivering subject-relevant modules/tutorials either prior to, or in conjunction with their HETAC programme of study.

5.3 Further Enhancements

- Access activities need to be integrated with IBAT College Dublin's strategic plan with specific deliverables identified in relation to increasing part-time student numbers and developing support mechanisms for flexible learning and those with learning difficulties.
- The recognition of prior experiential learning, and how to assess it, remains challenging and detailed guidelines on the collation of a portfolio of evidence and/or qualifying examinations are required.
- Methods of data generation, collection and analysis need to be improved in order to support the monitoring of trends, the progression of mature students and those who were admitted through RPL. This will allow for a more in-depth analysis of results and progression statistics, and facilitate benchmarking with other cohorts of students within the College and in other Higher Education Institutions.

5.4 IBAT College Dublin Conclusions

The College has adopted and implemented the National Framework of Qualifications and is in compliance in each of the four areas identified by the NQAI in relation to access transfer and progression, namely: credit, transfer and progressions routes, entry arrangement and information provision.

The College is realising its philosophy regarding access transfer and progression. The College's programmes are available to those who are capable of succeeding and benefiting from the programme(s) and there are equal opportunities for all who meet the entry requirements to access the programme(s) of study. Any learner achieving an award is eligible to progress to a programme of study leading to an award at the next level on the framework.

6 Objective 5 - Recommendations for enhancement of Education and Training

6.1 Approach taken

Throughout the Institutional Review process an overarching goal was to ensure that the learnings gathered were structured into actionable items to improve the education and training environment at IBAT College Dublin.

During the process of the Institutional Review underlying themes were identified as areas that IBAT College Dublin should focus its developments on going forward. These themes have timelines which are better actioned within a medium to long term timeframe. These themes are listed below.

IBAT College Dublin looks forward to and welcomes suggestions from the panel members on our proposed action plan, the themes which have been identified and any further recommendations for enhancement of the education and training at IBAT College Dublin.

6.2 Themes identified for further development

6.2.1 Enhancement of Student Experience

The student experience is seen as a central tenet to IBAT College Dublin's future success. A key characteristic of the student feedback gathered during this process has identified that the relationship that IBAT College Dublin has with its students is a unique and valued feature of the College. It is important that as the College grows this unique selling point is nurtured and enhanced.

The growth in student numbers at IBAT College Dublin will drive the necessity for continued investment in infrastructure to support the overall student experience. Particular focus should be paid to Learning supports, Careers services, Student engagement, Alumni relationship and Pastoral Care.

6.2.2 Quality Focus

IBAT College Dublin is committed to implementing, supporting and resourcing the development of an integrated QA function within the College because it recognises that the presence of an organic QA system is the best way to produce quality improvement for all stakeholders. IBAT College Dublin also recognises that this is an on-going extensive project that needs continued prioritisation in the overall strategic development of the College. Effective QA systems will facilitate the College's strategic goals including continued course validation and brand value.

6.2.3 Organisational Management

IBAT Culture

A consistent theme through the self-evaluation process has been that the College has been successful in developing an organisation which espouses an innovative and entrepreneurial culture. Appropriate measures should be put in place to ensure that this culture continues to permeate the expanded organisation

Staff Development

As the organisation matures more formal staff development structures should be implemented. Greater opportunity exists for cross learning and up-skilling throughout the organisation. This will ensure that IBAT College Dublin can continue to attract, develop and retain high-calibre staff.

6.2.4 Strategy

While the strategy process has satisfactorily evolved with the evolution of the College to date, the move to a more formal stakeholder driven approach to strategic management should be closely monitored given the increased importance of this exercise within an expanded organisation.

6.2.5 Engagement with industry

The career orientated nature of the awards offered at IBAT College Dublin has been a core value since the College's foundation. Further work is required to support this as it is more relevant today than it has ever been. The appointment of the student experience manager endeavours to ensure that a menu of initiatives are developed that better link the programmes and students with industry and employment.

6.2.6 Communications

Communications within the College should continue to be further enhanced to ensure that they are appropriate to support the increasing complexity of communicating across two campuses to greater numbers of staff and students.

7 Acknowledgements

IBAT College Dublin would like to thank all the stakeholders and contributors to the Institutional Review process. The enthusiasm, time and effort which stakeholders invested to ensure quality feedback was provided has contributed significantly to the implementation and development of our institutional review process.

We would like to thank you for your input and will endeavour to ensure that the identified improvements and ideas are actioned to ensure that IBAT College Dublin continues to grow the quality and standing of the education and training services which it provides.

8 Appendix A

8.1 SER Steering Group

A Steering Group and Project Leader were assigned to the implementation of the self-evaluation process. This team formulated and defined the planned approach to the delivery of the SER report.

Name	Title	Contact Details
Linda Moran	IBAT College Dublin Academic Director	01 246 1506
Rosemary Deneher	IBAT College Dublin Academic Manager	01 246 1513
Ger Nolan	IBAT Registrar	01 246 1511
Fiona Reynolds	IBAT College Dublin Marketing and Admissions Manager	01 246 1526
Michelle Cullen	IBAT College Dublin Executive Assistant	01 246 1559
Louise Hill	IBAT College Dublin Librarian	01 246 1525
Thomas Russell	IBAT College Dublin Operations Manager	01 246 1504
Shane Ormsby	IBAT College Dublin Director	01 246 1503
Mary Doyle (Consultant)	External Academic QA	NA
Lorraine Ryan	IBAT College Dublin Lecturer	NA
Paul Devine	IBAT College Dublin Board Member	NA
Tania Garcia	IBAT College Dublin Student	NA
Eamon O'Callaghan (Consultant)	Strategy and Organisation Development Specialist	NA

The IBAT College Dublin steering group can be contacted via a shared email address at InstitutionalReview@ibat.ie

8.2 Document Approach

All documents and reports referenced in this document are available to the panel via an online document portal. Details to access this online portal is available from HETAC.

8.2.1 Documents submitted in hard copy

- Institutional Review – Self Evaluation Report
- IBAT Quality Assurance Handbook
- IBAT College Prospectus

8.2.2 Documents available on the portal

The documentation and reports referenced in this document are listed below and these will be available to the panel via an online document portal. Details to access this online portal will be made available to HETAC.

8.2.3 Approach (online folder)

Title	Description
IR Doc Structure Flow Chart	Flow chart utilised to manage to coordination of the report
IR Research Approach Flow Chart	Flow Chart Describing the research Approach
List of Supporting Documents	Lists documents referenced in the SER

8.2.4 Feedback (online folder)

Title	Description
IBAT Stakeholder feedback	Stakeholder Feedback Reports, including output of surveys conducted to support the review
Brand Position IBAT College 2011/12	Details the market positioning approach taken by IBAT
Advertising Campaign Review	Details the Marketing approach to communicating the IBAT Mission and values

8.2.5 Internal Documents (online folder)

Title	Description
IBAT Quality Assurance Handbook (2011)	Quality Assurance Handbook
HETAC Programmatic Review Report (2011)	HETAC Programmatic Review Report (2011)
QA Effectiveness Report	Report on the review of IBAT College Dublin QA Operations against the criteria listed in Part 1 of the European Standards and
IBAT Access Transfer and Progression Report	IBAT Report on review of Access, Transfer and Progression
IBAT Extern Reports	External Examiners Reports
Dual Campus integration report	Analysis of Dual Campus Integration
Collaboration Review Report	Review of Collaboration management
IBAT College Dublin Examination Regulations (2011)	IBAT College Dublin Examination Regulations (2011)
IBAT College Dublin Policy on Deferral (2011)	IBAT College Dublin Policy on Deferral (2011)
IBAT College Dublin RPL Policy (2011)	IBAT College Dublin RPL Policy (2011)
IBAT Higher Certificate in Business (L6)	IBAT Higher Certificate in Business (L6) – Programme Submission Document
IBAT Bachelor of Business (L7)	IBAT Bachelor of Business (L7) - Programme Submission Document
IBAT Bachelor of Business Hons (L8)	IBAT Bachelor of Business Hons (L8) - Programme Submission Document
IBAT Bachelor of Business Hons (L8) – <i>Ab initio</i>	IBAT Bachelor of Business Hons (L8) – <i>Ab initio</i> - Programme Submission Document

8.2.6 Referenced Documents (online folder)

Title	Description
Guidelines for Quality Assurance document	Guidelines for Quality Assurance document
Guidelines and Criteria for Quality Assurance Procedures in Higher Education and Training HETAC (2009)	Guidelines and Criteria for Quality Assurance Procedures in Higher Education and Training HETAC (2009)
Supplementary Guidelines for the Review of Effectiveness of Quality Assurance Procedures HETAC (2011)	Supplementary Guidelines for the Review of Effectiveness of Quality Assurance Procedures HETAC (2011)
Standards and Guidelines for Quality Assurance in the	Standards and Guidelines for Quality Assurance in the European Higher Education Area ENQA- 3rd ed. (2009)

European Higher Education Area ENQA- 3rd ed. (2009)	
IHEQN - Provision of Education to International Students	Provision of Education to International Students: Code of Practice and Guidelines for Irish Higher Education Institutions
Core Validation Policy and Criteria HETAC (2010)	Core Validation Policy and Criteria HETAC (2010)
Assessment and Standards HETAC (2009)	Assessment and Standards HETAC (2009)
Effective Practice Guideline for External Examining. HETAC (2010)	Effective Practice Guideline for External Examining. HETAC (2010)
General Programme Validation Manual HETAC (2010)	General Programme Validation Manual HETAC (2010)
Award Standards HETAC (2005)	Award Standards HETAC (2005)
Policies, Actions and Procedures for Access, Transfers and Progression for Learners NQAI (2003)	Policies, Actions and Procedures for Access, Transfers and Progression for Learners NQAI (2003)
Principles and Operational Guidelines for the Recognition of Prior Learning NQAI (2005)	Principles and Operational Guidelines for the Recognition of Prior Learning NQAI (2005)