



## Quality Assurance Management Policy

Revision: 1.0  
Issued: 27<sup>th</sup> July 2021

(c) 2021 PCI College; all rights reserved. This document may contain proprietary information and may only be released to third parties with approval of management. Document is uncontrolled unless otherwise marked; uncontrolled documents are not subject to update notification.

## TABLE OF CONTENTS

1.	REVISION HISTORY AND APPROVAL	3
2.	GUIDING PRINCIPLES: QUALITY ASSURANCE MANAGEMENT & PCI COLLEGE VISION	4
3.	PCI COLLEGE MISSION AND VALUES	4
4.	INSTITUTIONAL CONTEXT, RELATIONSHIPS & JURISDICTION	4
5.	QUALITY ASSURANCE STATEMENT	6
6.	QUALITY ASSURANCE GUIDELINES	6
7.	GOVERNANCE AND MANAGEMENT OF QUALITY	7
8.	RESPONSIBILITY OF QUALITY ASSURANCE	7
9.	QUALITY ASSURANCE OF PROGRAMME MANAGEMENT AND DELIVERY	9
10.	ASSESSMENT BOARD STRUCTURE	10
11.	APPROACH TO QUALITY ASSURANCE	11
12.	DEPARTMENT MANAGEMENT TO ENSURE OPERATIONAL QUALITY ASSURANCE	11
13.	STRUCTURE OF REVIEW PROCESS	14
14.	LINKED POLICIES AND PROCEDURES	15

**1. REVISION HISTORY AND APPROVAL**

<b>Revision</b>	<b>Nature of change</b>	<b>Approval</b>	<b>Date</b>
1.0	First Issue	JL	27/07/21

## 2. GUIDING PRINCIPLES: QUALITY ASSURANCE MANAGEMENT & PCI COLLEGE VISION

- 2.1. PCI College Directors of the Board aim is to ensure PCI College is a successful and profitable business, providing security to its stakeholders and continuously expanding opportunities and facilities for learners, staff and the community to enjoy.
  - 2.1.1. be well established as a centre of excellence and innovation in Mental Health & Wellbeing and psychological education and training.
  - 2.1.2. be committed to, and renowned for, high quality training provision.
  - 2.1.3. be involved and influential within both academic and professional sectors and contemporary and responsive to the developing professional climate.
  - 2.1.4. offer optimum experiences and opportunities in inclusive provision, with particular focus on the needs of the adult learner and mature learner.
  - 2.1.5. be an excellent employer, so that staff will be well supported, empowered, valued and respected, with clear and positive expectations of involvement, contribution and achievement.

## 3. PCI COLLEGE MISSION AND VALUES

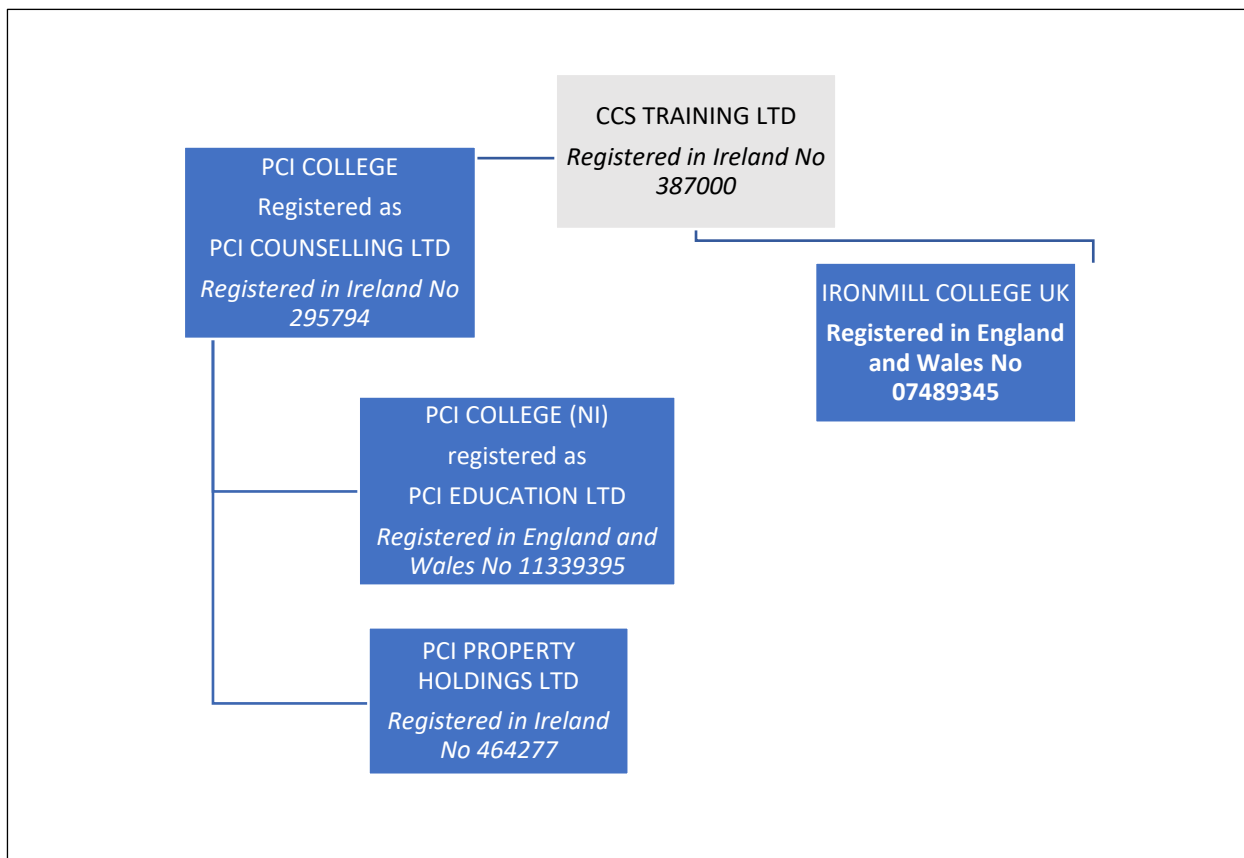
- 3.1. Mission Statement
  - 3.1.1. To make a transformative contribution to individuals and society as a leading mental health and wellbeing educational establishment, which contributes towards excellence in contemporary academic knowledge and ethical practice within the helping professions.
- 3.2. Values
  - 3.2.1. **Excellence** - striving for the highest standards and quality in all that we do
  - 3.2.2. **Accountability** - inviting scrutiny to maintain excellence in standards
  - 3.2.3. **Ethics** - operating with integrity, honesty, empathy and respect
  - 3.2.4. **Nurture** - responsive support to enable individuals to maximise potential
  - 3.2.5. **Responsibility** - to learners, staff and the wider community; commitment to the promotion and development of personal and social responsibility
  - 3.2.6. **Equality and Diversity** - valuing and actively welcoming difference; commitment to promoting and protecting equality of opportunity in relation to age, disability, gender and gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
  - 3.2.7. **Collaboration** – encouraging and facilitating consultative and collaborative work internally and externally to the college
  - 3.2.8. **Aspiration** - seeking out innovation and opportunity to maximise potential
  - 3.2.9. **Freedom of expression** – encouraging openness, honesty, difference, and the sharing of experience, by supporting a culture of free expression, freedom of speech and mutual respect.

## 4. INSTITUTIONAL CONTEXT, RELATIONSHIPS & JURISDICTION

- 4.1. PCI Counselling Ltd was founded in 1991, trading as PCI College. PCI Counselling Ltd was purchased by CCS Training Ltd which has holding company status.
- 4.2. All governance, management and delivery of all courses are managed by PCI College (PCI Counselling Ltd). The holding company CCS Training Ltd oversee business integrity and accountability of the College and its staff.
- 4.3. PCI Education Limited, registered in England and Wales was established in 2018 trading as PCI College (NI). PCI College (NI) is a 100% subsidiary of PCI Counselling Limited and operates from leased premises at 63 Malone Rd, Belfast. PCI College started to deliver courses in Belfast in 2014 and following the success of those courses and the increased

number of learners in 2018 it was deemed necessary to incorporate in Northern Ireland, to better account for VAT and other UK taxes.

- 4.4. Iron Mill Education Limited, trading as Iron Mill College, ([www.ironmill.co.uk](http://www.ironmill.co.uk)), registered in England and Wales, Reg No 07489345, was founded in 1981 and acquired by CCS Training Limited in 2011. Operating from its principal campus in Exeter, Devon, and a subsidiary campus in Poole, Dorset, including its flagship degree programme, which it runs in partnership with the University of Worcester.
- 4.5. All governance, liability, management and delivery of all courses is implemented by PCI College (PCI Counselling Ltd) and all core staff are contracted in the Republic of Ireland under PCI Counselling Ltd contracts. All learners attending courses in Northern Ireland by PCI College (NI) are supported through the same governance and quality assurance structures as those learners recruited to PCI College in the Republic of Ireland. Therefore, Northern Ireland learners are supported and managed by the same protocols and principles, governance, teaching methods and learning outcomes, all QA policies and procedures etc. as Republic of Ireland learners.
- 4.6. Linked to Board of Directors & PCI College Governance Structure Policy



## **5. QUALITY ASSURANCE STATEMENT**

- 5.1. This document presents the institutional quality standard with respect to the provision of high quality education and training provided by PCI College. The standard describes our quality assurance guidelines as required by QQI and QAA, the two 'gold standard' measures for compliance and continuous improvement of our institution. When we refer to Quality Assurance (QA) throughout this document, we are referring to "the processes that seek to ensure that the learning environment (including teaching and research) reaches an acceptable threshold of quality" (QQI, 2016a, p.3), that those processes provide for "the enhancement of education provision" and "the standards attained by learners" (QQI, 2016a, p. 3) as well as "emphasising the role of providers in assuring the quality of the experience they offer to students supporting student engagement and ensuring external referencing is used to ensure the integrity of awards and the quality of provision" (QAA, 2018a, p.1).
- 5.2. As an institution, we are committed to ensuring our education and training offerings are fit for purpose, that our qualifications are trustworthy, that they contribute to the common good of the profession, that they demonstrate openness, transparency and accountability and demonstrate the overall standard of our awards. We are further committed to embedding a culture of quality at PCI College for the purpose of continuous improvement of our total system (staff, programmes, learners and the wider profession).
- 5.3. Quality Assurance Guiding Principles
- 5.3.1. Commitment to quality
- What we do is our responsibility
  - The quality of what we provide is our responsibility
  - We commit to plan, resource and improve our quality assurance activities on an ongoing basis
  - Maximise the experience of adult learners
- 5.3.2. A culture of quality
- Our quality goals are directly linked to our institutional strategies
  - Everyone is a quality assurance agent (staff, learners etc.)
  - Quality is a collective endeavour designed for improvement not sanction
- 5.3.3. Provision of quality products
- Products are designed to meet professional and competency standards
  - Learning is achieved via satisfying prescribed learning outcomes
  - Ensure our products achieve a high standard of training experiences for learners
- 5.3.4. Evaluation and Monitoring
- Internal reviews of our quality standards
  - Internal audits against stated standards including identifying, evaluating and addressing non-compliance and a commitment to continuous improvement
  - External review of quality standards (QAA and QQI audits, External Examiners, University Reviews etc.)
- 5.3.5. Alignment to institutional mission, vision and values (MVV)
- Transparent to staff, learners, accrediting bodies, partners, government institutions (CORU) etc.
  - Shared values, goals and strategies are sponsored by senior leadership
- 5.4. We as an institution commit to review this standard every six years in line with programme re-validation cycles.

## **6. QUALITY ASSURANCE GUIDELINES**

- 6.1. These QA guidelines have been developed iteratively over our 30 years of education and training in the field of counselling and psychotherapy in Ireland. They are the culmination of three decades of programme design, development, delivery and improvement in the context of University validation and professional body accreditation. As an institution we are

committed to transparency and accountability and embedding a culture of quality assurance within our staff, learners, partners and the wider profession. We are committed also to external review to ensure we are delivering to our stated product standard, but to the standards of validating, awards and accreditation bodies (QQI, 2016b) and QAA; Partnerships (qaa.ac.uk).

- 6.2. All quality assurance policies, procedures and reports are published on the PCI College website.

## **7. GOVERNANCE AND MANAGEMENT OF QUALITY**

- 7.1. As a private institution, PCI College maintains a flat organisational structure designed to maximise responsiveness to stakeholder needs, to avoid unnecessary administration and ensure a robust, trustworthy and high quality training experience for learners. Organisational design follows a strong matrix design to support and demark roles and responsibilities and accountability within the organisation.
- 7.2. Visual representation provided in Appendix 1.

## **8. RESPONSIBILITY OF QUALITY ASSURANCE**

- 8.1. The Senior Management Team comprises of members of the following Departments to ensure regular top down and bottom up reporting structures to ensure all strategic protocols and quality assurance is met at all times. The Terms of Reference for Senior Management Meetings includes; Steering of PCI College; initiating planned projects; receiving progress reports; overseeing implementation of departmental goals, activating Strategic directives/recommendations, review operational details and projects; facilitates inter-departmental communication on projects/activities; monitoring goals agreed at Boards. Cost Benefit Analysis Review and a review of Marketing Research and Programmes Office Statistical Analysis.
- 8.2. Board of Directors
- 8.2.1. PCI College Board of Directors are directors of CCS Training Limited and have overall responsibility for the governance, performance, effective control and creating an environment of trust, transparency and accountability across the group, that fosters business integrity, consistency of delivery and prudent management.
- 8.2.2. The Board of Directors clearly manage and direct PCI College through the Mission, Vision and Values structure ensuring compliance with all regulatory, statutory, validation and accrediting bodies.
- 8.3. College Director
- 8.3.1. The College Director of PCI College has responsibility for the effective and cost-efficient management, planning, development and co-ordination of the college's products and services. A key element of this position is to provide leadership in relation to the College's vision and values, ensuring that these remain at the forefront of all decision-making and actions. The College Director also monitors the day-to-day operations of all departments, including adhering to QQA and QQI protocols and ensures that high standards of quality and service to learners are maintained.
- 8.3.2. The College Director, direct reports are the Academic Department, Student Services Department, Programmes Administration Office, Contracts and Venues Management and Marketing and Student Recruitment.
- 8.4. Academic Department
- 8.4.1. The Head of Counselling & Psychotherapy is responsible for the overall management of the Academic Department, Clinical Placements and Counselling Service. The Academic Department is responsible for the delivery and quality assurance of all Counselling & Psychotherapy programmes offered by PCI College, including, taught

programmes, blended learning, online, transnational, collaborative and joint award provision.

- 8.4.2. The Academic department manages all programme design, delivery, QA standards, reviews and Assessment Board processes including personnel management of Programme Leaders and leading the Lecturing Teams to ensure all programmes meet the quality standards as set out by QAA, QQI and any respective validating and accrediting bodies.
  - 8.4.3. The Academic Department, via the Head of Counselling and Psychotherapy, appoints a Programme Leader for all programmes on the College's curriculum. The Programme Leader plays an integral role in the development, delivery and review of their programme including ensuring all QA systems are operational, functional and adhered to within said programme.
  - 8.4.4. The Institutional Link Tutor is nominated by the Head of Counselling & Psychotherapy and approved by the College Board. This is a tenured position. Though this is a delegated role invested in, but independent of programmes. Their responsibilities are outlined in the Institutional Link Tutor Specification.
  - 8.4.5. The Academic Department and specifically the Head of Counselling & Psychotherapy works closely with the Board of Directors, College Director and Academic Director as part of PCI College's Senior Management Team and provides regular reports and strategic input as required. The Head of Counselling & Psychotherapy is jointly accountable for operational quality assurance in collaboration with the College Director.
  - 8.4.6. The Academic Department operates with PCI College Mission, Vision and Values at the forefront of decision making at all times.
- 8.5. Academic Director
- 8.5.1. The role of the Academic Director is to provide ongoing high-level support, guidance and advice to PCI College's Academic Department and College Director on academic issues and decisions pertaining (a) to the teaching of current programmes and (b) to the strategic development of new programmes as required.
  - 8.5.2. This involves working closely with the College Director and Head of Counselling & Psychotherapy, primarily focusing on academic leadership and the alignment of academic practices, meeting QAA and QQI requirements and collaborating across Iron Mill College and PCI College as appropriate.
- 8.6. Marketing, Student Recruitment & Retention Department
- 8.6.1. The role of the Marketing and Student Recruitment Department is to lead and drive the marketing of PCI College programmes and learner recruitment, with a focus on digital marketing and learner recruitment/sales. This department leads and is responsible for key functional areas across Marketing/Sales Strategy and Operations, Communication and Networking with voluntary and state organisations. This department feeds heavily into the College Strategy, providing key data and analytics along with changes in trends within the field of Counselling and Psychotherapy to drive PCI College's Business Strategy and 5 Year Plan. In conjunction with working hand in hand with the Student Services department on Admissions and learner retention. The Marketing Department is also the Data Protection Officer for PCI College and manages all GDPR issues.
- 8.7. Finance Department
- 8.7.1. The Finance Manager reports directly to the Board of Directors for strategic decisions, audits, banking etc and works closely with the College Director on day to day operations, payroll and budget management.



## 9. QUALITY ASSURANCE OF PROGRAMME MANAGEMENT AND DELIVERY

- 9.1. The Academic Council and supporting academic review structures also ensure Quality Assurance of all programme and delivery related topics along with External Stakeholders, such as Middlesex University, QAA and QQI.
- 9.2. Academic Council
- 9.2.1. Scope of the Academic Council (AC) is to fulfil several governance related functions within PCI College. The following list describes the overall scope and focus for the council
- 9.2.1.1. Deliberate on matters of academic significance (internal to the institution and externally directed by related stakeholders e.g., Middlesex University, IACP, QQI etc.)
  - 9.2.1.2. Make recommendations on academic matters affecting the institution, programmes or affected stakeholders
  - 9.2.1.3. Nomination and appointment of External Consultants
  - 9.2.1.4. Govern academic delivery and support problem solving, continuous improvement and effective institutional governance, including actioning recommendations from External Examiners and External Consultants as appropriate.
  - 9.2.1.5. Weigh and adjudicate on matters pertaining to learner fitness to practice
  - 9.2.1.6. Sponsor the institutional complaints process
  - 9.2.1.7. Approval of organisational policy changes
  - 9.2.1.8. Foster, develop and grow links to other stakeholder organisations
  - 9.2.1.9. Govern key institutional projects (e.g., new programme development, re-validation of existing programmes, ongoing programme monitoring, etc.)
  - 9.2.1.10. Collaborate with senior management on key institutional matters
  - 9.2.1.11. Provide expert advice
  - 9.2.1.12. Live the mission, vision and values of the institution
- 9.3. *Note: Specific items related to the above scope will be divided into two categories of council business; executive business and ordinary business.*
- a. *Executive business* relates to agenda items deemed internal, confidential, proprietary or protected and require discussion and adjudication by non-learner members of the council.
  - b. *Ordinary business* relates to all agenda items outside of executive business.
- 9.4. External Examiner
- 9.4.1. The External Examiner is an independent assessor of institutional quality for the purposes of assessment and oversight.
- 9.4.2. An External Examiner's role is to:
- 9.4.2.1. Assess the appropriateness of the assessment methods
  - 9.4.2.2. Assess the attainment of learners
  - 9.4.2.3. Assess accuracy of the intended learning outcomes and their ability to be met
  - 9.4.2.4. Measure the attainment of learners and the intended learning outcomes against the national standards and across other higher educational institutes in the same field
  - 9.4.2.5. Review and provide feedback in relation to assessment tasks
  - 9.4.2.6. Jointly agree, as a member of the Board of Examiners, the detailed assessment, award and final degree results.
  - 9.4.2.7. Submit a formal report and recommendations summarising the above
- 9.4.3. The External Examiner's report provides important information for consideration by both the Academic Council and the College Board.

- 9.4.4. Each programme will be assigned an External Examiner (or a team of External Examiners) and these are appointed according to the relevant validating body's criteria.
- 9.5. External Consultant
  - 9.5.1. The External Consultant, including the External e-Learning Expert for Blended Learning and Online provision, is an independent subject matter expert for the purposes of external oversight and guidance. The PCI College External Consultant is independent from the college and is available to advise and consult on any programme related issues, including:
    - 9.5.1.1. Staff training and development
    - 9.5.1.2. Learner Support
    - 9.5.1.3. Learner / staff relationships
    - 9.5.1.4. Learner matters
    - 9.5.1.5. Course management, content, design, development and assessment
    - 9.5.1.6. Factors in the profession which may need consideration in programme design or evaluation (e.g. re-validation considerations)
    - 9.5.1.7. The External Consultant will adopt a role on governance committees, for example, Annual College Strategy Meeting, Academic Council, Assessment Boards.

## **10. ASSESSMENT BOARD STRUCTURE**

- 10.1. Subject Boards
  - 10.1.1. Convened by the institution's Programmes Office and chaired by the Head of Counselling & Psychotherapy, this session considers and ratifies individual learner grades and module trends for each module in the programme for which the board is convened to review. Lecturers provide context, commentary and insight to the board on their specific location/group and verify the account of grades are accurate. The board adjudicates on individual module results. The institutional Link Tutor (or accrediting/validating body representative) provides oversight and audit of the process. Module Moderators provide context, commentary and insight to the board on the aggregate module and verify the account of grades are accurate across all programme venues. The External Examiner provides input on the overall programme and submits a report with recommendations/actions arising post-board. Grading trends from the Subject Boards, recommendations arising from subject boards and actions identified are reviewed by the Academic Council for quality assurance and appropriate progress.
- 10.2. Progression Boards
  - 10.2.1. Convened by the institution's Programmes Office and chaired by the Head of Counselling & Psychotherapy, this session considers Student Progression decisions with Year Heads and the Clinical Manager. The External Examiner does not attend this session. Where a learner does not progress, the session makes decisions on alternative arrangements for learners to continue their studies including deferral. Trends of progression and deferral is reviewed by the Academic Council.
- 10.3. Awards Boards
  - 10.3.1. Convened by the institution's Programmes Office and chaired by the Head of Counselling & Psychotherapy, this session considers ratification of awards & award classifications. The Link Tutor(s) (or accrediting/validating body representative) provides oversight and audit of the process with the External Examiner in attendance. Any borderline classifications are identified in advance by the Programmes Office to be reviewed and decided upon during the session by clearly defined regulations. Trends of award classifications and award completion is

reviewed by the Academic Council.

- 10.4. Programme Voice Group
  - 10.4.1. Convened by the institution's Student Services and chaired by the Head of Counselling & Psychotherapy, this session is a mechanism for encouraging and enabling dialogue between staff and learners of the College. A pre-meeting is held with SVL's to set agenda. The Link Tutor(s) (or accrediting/validating body representative) provides oversight and audit of the process. This meeting Meeting action points are reviewed by the Academic Council.
- 10.5. For a complete overview of all meeting elements necessary for quality assurance, consult the Institutional Governance and Board of Directors Overview
- 10.6. Visual Representation of these sections is shown in Appendix 2.

## **11. APPROACH TO QUALITY ASSURANCE**

- 11.1. PCI College are committed to developing policies and procedures which are robust, well documented and transparent to all stakeholders, fit for purpose and eligible for ongoing evaluation and improvement. Periodic review and evaluation of policies and procedures will result in outcomes such deeming policies; unfit for purpose (because they age over time and no longer reflect the original intent of their creation); requiring major revision or retirement, minor amendment or complete replacement. All documents will be available in MsWord or PDF formats on request of any institutional stakeholder. All policies will be written with a view to balancing the strategic objectives of our institution, university validation, QQI and QAA standards, state regulation (CORU), compliance with professional competencies and sensitive to the needs of adult learners based on our ethos of second chance education.
- 11.2. Our QA System (the combination of our Quality Statement, QA Principles, QA Guidelines and institutional Policies & Procedures) spans two domains; corporate and academic.
- 11.3. Corporate governance relates to institutional governance, finance, human resources, marketing, Student Services and our programme office. Academic governance relates to all aspects of a programmes life-cycle e.g. inception, design, validation, operation, monitoring, evaluation, improvement etc.
- 11.4. All procedures are designed to maximise participation of all stakeholders in the quality assurance ecosystem.

## **12. DEPARTMENT MANAGEMENT TO ENSURE OPERATIONAL QUALITY ASSURANCE**

- 12.1. Below outlines provide the clear overview and representation of each department and how Quality Assurance is implemented on a day to day operational level.
  - 12.1.1. Academic Department, Head of Counselling & Psychotherapy
  - 12.1.2. The Head of Counselling and Psychotherapy:
    - 12.1.2.1. Provides leadership in relation to quality assurance of academic programmes, in conjunction with external stakeholders (QAA, QQI, Validating and Accrediting bodies) and internal strategic objectives.
    - 12.1.2.2. Provides leadership in relation to programme development in accordance with PCI College mission, vision, values and strategic objectives.
    - 12.1.2.3. Provides leadership in relation to all academic matters as prioritised by PCI College's strategic plan, including taking the role of Chair within the Academic Council
    - 12.1.2.4. Is responsible for overall quality assurance related to the design, delivery, implementation and review of all academic programmes.
    - 12.1.2.5. Works in conjunction with supporting departments necessary for quality assured academic provision and learner support, such as Programmes, Office, Student Services, Client Work, Marketing.

- 12.1.2.6. Develops and oversees implementation of academic policies and procedures.
  - 12.1.2.7. Work closely with Programme Leaders to provide guidance and mentoring to their role and programmes, including providing leadership on the development, planning and implementation of a high-quality curriculum which incorporates the Universal Design for Learning framework.
  - 12.1.2.8. Work closely with Programme Leaders to, identify and facilitate training needs, promote excellence in teaching standards and develop research opportunities.
- 12.2. Academic Department, Programme Leader
- 12.3. Programme Leadership involves the overall management of an academic or qualifying programme and this function is performed by a Programme Leader. Specific functions include;
- 12.3.1. Ensuring programmes meet the stated quality standard (QQI, QAA, PCI College etc.)
    - 12.3.1.1. Promote consistency of delivery, academic integrity and quality assurance across their programme.
    - 12.3.1.2. Ensure programme content, course materials, module materials etc. are of high quality and comply with international copyright requirements
    - 12.3.1.3. Ensure the appropriate learning supports are in place, including those required to deliver the programme effectively (i.e. e-learning platforms) and to effectively monitor learner progression.
    - 12.3.1.4. Quality Assure Academic Boards and Learner Progression
  - 12.3.2. Operational management of planned, in-flight and in-review programmes
    - 12.3.2.1. Ensure learner queries are dealt with in a timely fashion
    - 12.3.2.2. Provide input and guidance on academic policies and procedures
    - 12.3.2.3. Is a member of the Academic Council
    - 12.3.2.4. Oversee programme development processes, such as programmatic and module reviews, incorporating appropriate programme design frameworks,
  - 12.3.3. Management of the lecturing team attached to that programme
    - 12.3.3.1. Provide academic leadership and guidance to lecturers
    - 12.3.3.2. Decision making for recruitment, retention and separation of programme lecturers
    - 12.3.3.3. Chair lecturer team meetings
    - 12.3.3.4. Develop ongoing CPD opportunities for lecturers in concert with the Head of Counselling & Psychotherapy
    - 12.3.3.5. Monitor time in lieu, appraisals and performance of programme faculty
  - 12.3.4. Liaison between the programme and the the Head of Counselling & Psychotherapy
  - 12.3.5. Liaison between the programme and other college departments
    - 12.3.5.1. Programme logistics, venues, timetables, module assignments etc.
    - 12.3.5.2. Quality Assurance for Programme Handbook(s)
  - 12.3.6. Ensuring that a programme adheres to the mission, vision and values of the college
    - 12.3.6.1. Work with senior college stakeholders to ensure programmes work in the context of statutory and professional regulation.
- 12.4. Student Services
- 12.4.1. The role of the Student Services Department involves managing all elements of learner support within PCI College including registry, admissions process, finance and the overall learner experience. An important element of this department includes clear communication with the student body, regular opportunities for Student Representative Collaborative meetings and clear communication protocols. Student Service support learners in various ways including Disabilities Support

through admissions and through their duration of study in conjunction with the Programmes Office. Student Services adhere to tight deadlines for all registry and finance management issues as overseen by the College Director and Finance Manager. In addition, this department manages the co-ordination and delivery of learner events such as the PCI College graduation. This department aim is to deliver consistent high standards of quality and service ensuring a cohesive approach to the learner experience.

#### 12.5. Programmes Office

12.5.1. The role of the Programmes Office Administration Department is to co-ordinate and manage all Boards ensuring QAA and QQI protocols are met, meeting QA standards through the management of assignments submission and grading. The setting of assignment due dates at the start of the academic year as well as liaising with both first and second markers to ensure timely return of learner feedback are also handled by the department, as is the offering of re-sit opportunities to learners who fail modules. Granting of additional time for learners who have genuine mitigating circumstances is also managed through the department. In presenting grades for academic boards, the Programmes Office also carry out analysis to determine the percentage of each grade band awarded per module, this information is then fed back to the academic council and the External Examiner to track trends.

12.5.2. This department also manages timetabling and co-ordinating directly with the lecturing team for lecturing schedules in addition with co-managing the Disabilities Support role for our student body. The Programmes Office department works very closely with the Academic Department and Academic Council on Policy and Procedures ensuring clear directives are implemented and audited as part of the re-validation and annual review process. The Programmes Office is also responsible for the management and secure storage of all assignment results on the college databases for all learners both past and present. The assignments themselves are securely stored for a period of 7 years before deletion.

#### 12.6. Clinical Management

12.6.1. Clinical management involves the overall management of all client work related protocols and requirements across all programmes within PCI College. Clinical management encompasses project managing and quality assuring all clinical work and placement standards are adhered to as set by external validating and accrediting bodies. Clinical Management also includes oversight of the PCI Counselling Service, an internal placement utilised by a number of counselling and psychotherapy programmes. Those involved in clinical management work closely and collaboratively with the Head of Counselling & Psychotherapy and Programme Leaders. The tasks associated with clinical management will be carried out by a Clinical Manager. The Clinical Manager is a vital member of the Heads of Department Team. The Clinical Manager operates with PCI College Mission, Vision and Values at the forefront of decision making at all times. Specific functions include:

- 12.6.1.1. Ensuring the alignment of all clinical requirements with external stakeholder's standards (QAA, QQI, Validating and Accrediting bodies) and internal PCI College standards.
- 12.6.1.2. Providing clinical leadership and guidance to the Faculty and wider lecturing team related to the clinical requirements across programmes.
- 12.6.1.3. Inputting as a member of the Head of Department Team, including communicating cross departmental needs.
- 12.6.1.4. Ensuring learner's clinical queries and other activities are followed up promptly and in line with College procedures.

- 12.6.1.5. Assuming responsibility for clinical documentation, working closely with the QA Coordinator to ensure all documents are up-to-date and in line with internal and external requirements.
  - 12.6.1.6. Inputting into the development and implementation of clinical policies and procedures.
  - 12.6.1.7. Leading development within the areas of Clinical Work, Placements and the Counselling Service and ensuring clear Ethics and Standards are adhered to at all times.
  - 12.6.1.8. Developing, managing and maintaining clinical placement relationships with external agencies.
  - 12.6.1.9. Overseeing the management of PCI Counselling Service.
  - 12.6.1.10. Communicating and liaising with the Head of Counselling & Psychotherapy, and reporting as required.
- 12.7. PCI Counselling Service Management
- 12.7.1. PCI Counselling Service Management assumes responsibility for the management of the PCI Counselling Service as an internal placement agency supporting placement learners across counselling and psychotherapy programmes within PCI College. This encompasses managing all learner and client referrals that come through the service and ensuring a professional and quality counselling experience for both alike. PCI Counselling Service Management includes responsibility for quality assuring the provision of service within PCI Counselling Service. The tasks associated with PCI Counselling Service Management are carried out by the PCI Counselling Service Manager who works collaboratively with the Clinical Manger. The PCI Counselling Service Manager operates with the PCI College Mission, Vision and Values at the forefront of decision making at all times. Specific functions include:
- 12.7.1.1. Assuming responsibility for the management of PCI Counselling Service, ensuring all learners placed within the service are suitable according to external stakeholder's standards (QAA, QQI, Validating and Accrediting bodies) and internal PCI College standards.
  - 12.7.1.2. Managing a referral process for both incoming placement learners and clients, including, but not limited to, inductions, vettings, health and safety protocols.
  - 12.7.1.3. Working collaboratively with the Clinical Manger in the development of policies and procedures linked to the service and playing an integral role in the promotion of the service.
  - 12.7.1.4. Ensureing learner and client queries and other activities are followed up promptly and in line with College procedures.
  - 12.7.1.5. Building and maintaining referral pathways.
  - 12.7.1.6. Assuming responsibility for all financial matters, including, but not limited to, budget projections, tracking income and expenditure, production of monthly reports.
  - 12.7.1.7. Working collaboratively with the Clinical Manager and Head of Counselling & Psychotherapy to ensure the PCI Counselling Service is meeting the needs of the programmes and inputting into the strategic development of the service.
  - 12.7.1.8. Communicating and liaising with the Clinical Manager, and reporting as required.
- 13. STRUCTURE OF REVIEW PROCESS**
- 13.1. The above is underpinned by Institutional Governance and Board of Directors Overview, which provides a full outline of PCI College's meeting structure, purpose of all meetings such

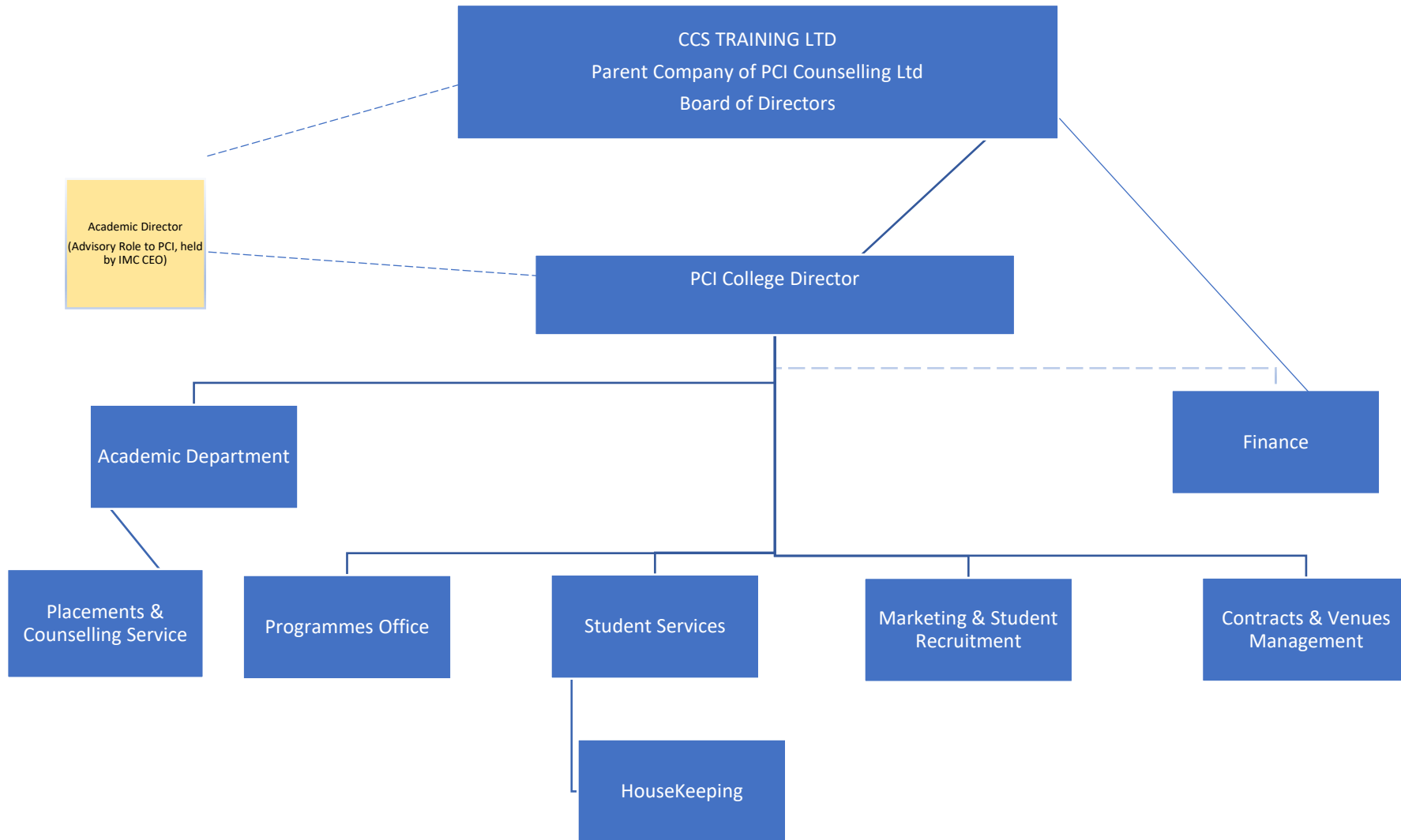
as; risk assessments, governance, quality assurance and operational guidance including the remit of the Board of Directors. The internal review process is embedded into the specific policy areas as indicated in the supporting policies and procedures and through the QA and Governance meeting structure as mentioned above.

- 13.2. PCI College external audit review is managed on a cyclical basis in conjunction with the Partnership Agreement Process with our validating bodies, namely Middlesex University following QAA guidelines and QQI  
<https://www.qqi.ie/Downloads/Cyclical%20Review%20of%20Higher%20Education%20Institutions.pdf>

#### 14. LINKED POLICIES AND PROCEDURES

Linked Policies	Institutional Governance and Board of Directors Overview QA Management Policy Teaching and Learning Strategy Institutional Link Tutor Specification Institutional Cyclical Review Policy and Procedure
-----------------	--

**Appendix One: Governance and Management of Quality**





## Appendix Two: Responsibility for Quality Assurance

