

<ul style="list-style-type: none"> - Clear guidelines outlining behavioural expectations including the Learner Code of Conduct (QA 7.2) - Fair and consistent treatment in dealing with breaches of the Learner Code of Conduct <p>We ask that learners:</p> <ul style="list-style-type: none"> - Be familiar with the Learner Code of Conduct and abide by it.(QA 7.2) 	<p>College</p> <p>earners</p>	<p>(QA 7.2)</p>
<p>Joining the College</p> <p>We aim to provide learners with:</p> <ul style="list-style-type: none"> - Where appropriate, an induction programme and published information which introduces them to College life – academic and otherwise (see Learner Induction Policy QA 3.11) - Comprehensive information relating to their programme of study (QA 3.8) - Social events and activities supported by the Student Engagement Officer <p>We ask learners to:</p> <ul style="list-style-type: none"> - Complete all enrolment procedures - Learn as much as they can about the programme they are embarking on and the services and facilities available in the College - Familiarise themselves with the various policies and procedures which learners of the College are bound by - Talk to Programme Directors, Programme Managers, Learner Support or any other staff member if any problems or concerns arise during the early days of their programme. 	<p>PD'S</p> <p>SEO</p>	<p>QA 3.11: Learner Induction</p> <p>QA 3.8: Information for Enrolled Learners</p>
<p>Learning and Teaching</p> <p>The College is committed to ensuring high standards in its teaching and in supporting learning</p> <p>We aim to provide learners with:</p> <ul style="list-style-type: none"> - A learning and teaching strategy that is well planned, which uses different methods, and is designed to help them think and work for themselves - Information about the arrangements and study requirements for their programme - Regular and constructive critical feedback on their work <p>We ask that learners:</p> <ul style="list-style-type: none"> - Prepare for and participate in scheduled learning activities in ways which support the teaching and learning of others as well as themselves - Familiarise themselves with any cultural differences in terms of teaching and learning 	<p>College</p>	<p>T,L& Assessment document</p>

<p>conventions</p> <ul style="list-style-type: none"> - Make themselves familiar with the programme information provided and comply with the administrative arrangements of the programme - Give constructive feedback on their experiences when requested throughout the year 	<p>Learners Programme Management</p>	<p>Survey results APR</p>
<p>Attendance and Participation</p> <p>The programmes of study at SNMCI include activities designed to support learning which depends on participation and collaboration. Discussions, simulation exercises and workshops, for instance, depend for their value on participants' attendance and regard for the learning of others as well as for themselves. So, while each learner has a responsibility for organising and managing aspects of their own learning, enrolment on a programme also entails commitment to participation. QA 7.10: Attendance</p> <p>We aim to provide learners with:</p> <ul style="list-style-type: none"> - Full information about the time and location of teaching and assessment arrangements (both F2F and virtual) - Information about each programme attendance requirements <p>We ask that learners:</p> <ul style="list-style-type: none"> - Make sure they understand and fulfil the attendance requirements for their programme - Keep in contact with their Programme Team regarding any attendance difficulties - Understand that any sustained period of unexplained or unauthorised absence or lack of participation will have to be investigated and may be subject to disciplinary procedures and / or reported to the relevant authorities if applicable. 	<p>PD's</p>	<p>QA 7.10: Attendance</p>
<p>Assessment</p> <p>Assessment has a major influence on learning. It is also the means through which the College determines whether an appropriate standard has been achieved for progression through stages to an award</p> <p>We aim to provide learners with:</p> <ul style="list-style-type: none"> - Clarity in the purposes and methods of assessment - Assessment strategies which employ a range of types of assessment where appropriate and assessment criteria which are open, transparent and free from bias - Timely feedback of assessments to aid development (see QA 6.6: Corrections and Provision 	<p>Teaching, Learning and Assessment Docs</p>	<p>QA 6.6: Corrections and Provision of Feedback</p>

<ul style="list-style-type: none"> - Comply with all placement requirements indicated by the College and the placement setting. 		
<p>Central Learning Resources</p> <p>The College believes that, learners of the College should be part of a learning environment where open, shared access is provided to a wide range of learning resources.</p> <p>We aim to provide learners with:</p> <ul style="list-style-type: none"> - A range of learning resources - Published information on Library access and opening times - Help and advice in making best use of the resources available - Access to Technological Support for F2F and Blended Learning. <p>We ask that learners:</p> <ul style="list-style-type: none"> - Comply with the published regulations for learner users of learning resources and facilities. - Comply with the guidelines for use of the College's Network and the relevant regulations for use of the computers and the network. (See QA 8.1) 	<p>College IT Learners</p>	<p>QA 8.1: Principles and Terms and Conditions for use of the College Network</p>
<p>Support for particular needs:</p> <p>We aim to provide learners with:</p> <ul style="list-style-type: none"> - The opportunity to discuss specific requirements including appropriate presentation of programme material, modes of examination and programme assessment <p>We ask that learners:</p> <ul style="list-style-type: none"> - Inform the College of any specific support requirements arising from a disability prior to or subsequent to admission so that proper consideration may be given. <p>Counselling Support</p> <p>We aim to provide learners with:</p> <ul style="list-style-type: none"> - Access to a Learner Support Officer - Access to a counselling service within the shortest timeframe possible, where appropriate <p>We ask that learners</p> <ul style="list-style-type: none"> - Keep any appointments offered by the service and provide as much notice as possible if they have to cancel an appointment - Accept responsibility for their part in the counselling process - Respect the confidentiality of the counselling arrangements for other learners 	<p>PD's Learner Support Officer</p>	<p>QA 7.3: Learner Charter</p>

<p>International Learners We aim to provide learners with:</p> <ul style="list-style-type: none"> - Suitable orientation activities and an ongoing advice and information service throughout the year <p>We ask that learners:</p> <ul style="list-style-type: none"> - Ensure that they have made all the necessary preparations prior to enrolling on the programme - Make appropriate use of specialist support provided. <p>The Student Engagement Officer (SEO) We aim to provide learners with:</p> <ul style="list-style-type: none"> - Information, advice, guidance and representation on a range of topics - The opportunity to participate in ongoing social activities. <p>We ask that learners:</p> <ul style="list-style-type: none"> - Engage with the SEO to organise ongoing social activities - Ask for help when required <p>Class Representation System and Student Council</p> <ul style="list-style-type: none"> - The class representation system supported by the SEO ensures direct learner representation at programme level and feedback into the system - We aim to offer learners representation at programme level through a Student Council of elected student representatives. 	<p>College</p> <p>Learners</p> <p>LSO</p> <p>SEO</p>	<p>QA 7.1/QA 7.4</p>
<p>Security The College endeavours to provide a safe and secure environment for learners, staff, visitors and property</p> <p>We ask that learners:</p> <ul style="list-style-type: none"> - Carry suitable identification when on College premises - Share responsibility for making the College a safe place - Report anything suspicious or potentially dangerous. <p>Health & Safety We aim to provide learners with Health and safety information as appropriate</p> <p>We ask that learners:</p>		

<ul style="list-style-type: none"> - Familiarise themselves with health and safety information - Help maintain standards of health and safety in the interests of all learners, staff and visitors to the College. 		
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Policy Control Sheet

Policy	QA: 7.4 Fulfilling the Student Charter/Roles and Obligations
Version	4.0
Adopted/Effective	July 2019
Supersedes	4.0
Monitoring/ Next Review Date	Due for major review May 2020 in conjunction with students
Responsible Officer(s) Designated Reviewer(s)	Student Engagement Officer; LSO; PD's; Director of Quality and Academic Affairs
Scope	College wide

References

SNMCI Policy area	7) Support for Learners: QA Vol 2
Developed with reference to	QQI (2016) <i>Core Statutory Quality Assurance Guidelines</i> QQI (2016) <i>Statutory Quality Assurance Guidelines developed for Independent/Private Providers coming to QQI on a Voluntary Basis</i> <i>Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), May 2015</i> National Student Engagement Programme (NStEP)
Related SNMCI Policies / Forms	QA 7.1: Student Engagement; QA 7.2 Learner Code of Conduct; QA 7.3 Student Charter

Revision

Revision Number	Revision Description	Originator	Approved By
3.0/07/2020	General update for blended learning	Office of DQAA	AB