

# Public Information, Promotion and the Recruitment of Students Policy

## Section 1 - Introduction

### Purpose

(1) This policy sets out the principles for the ethical and effective public communication about and promotion of Hibernia College and its programmes, as well as for the recruitment of students to Hibernia College programmes.

### Scope

#### To whom does the policy apply?

(2) The policy applies to all Staff and Faculty involved in the promotion of the College's programmes and the recruitment of students to them.

#### In what situations does the policy apply?

(3) The policy applies to all communications with prospective students and with the general public.

#### Who is responsible for implementing the policy?

(4) The Marketing Director, in consultation with the Programme Director, the Registrar and the Chief Executive Officer (CEO), as appropriate, are responsible for implementing this policy.

## Section 2 - Context

### Legal and Regulatory Context

#### Quality Assurance Guidelines

(5) This policy is designed with regard to the [European Standards and Guidelines](#) and the QQI [Core Statutory Quality Assurance Guidelines](#), both of which specify the need for the College to have policies and procedures in place to support the recruitment of students and to regulate information put into the public domain.

#### Irish and European Law

(6) The [Qualifications and Quality Assurance \(Education and Training\) Act 2012](#) requires the College to provide specific information to learners in the public domain about the programme on which they are enrolling and any award to which the programme leads.

(7) The [General Data Protection Regulation 2016](#) specifies how we may process and store individuals' data. This policy and all our marketing and recruitment activities are bound by our [Personal Data and Records Policy](#).

# Section 3 - Policy Statements

## Part A - Principles for Public Information

### College Information

(8) Information that the College makes publicly available includes, at a minimum:

- a. The legal name of the College and the company
- b. Profiles of:
  - i. The company directors
  - ii. Senior managers
  - iii. Key academic staff
- c. Details of the College's legal and accreditation status with all professional, regulatory and statutory bodies
- d. The full Hibernia College Quality Framework (HCQF)
- e. Outcomes of external quality assurance and accreditation engagements
- f. The [Hibernia College Erasmus Charter 2014-2020](#)
- g. Key publications
- h. Information about the College's research activity
- i. Information about the use of personal data and a person's right to privacy
- j. Contact details for the College

### Programme Information

(9) Where a programme leads to an award, we specify:

- a. The award title
- b. The awarding body/bodies
- c. Whether it is an [NQF](#) award and at what level, and award class
- d. Any professional recognition or approval
- e. Its recognition within the countries of the programme's target learners
- f. Any collaborative partners involved in the provision of the programme
- g. Details of the arrangements for the protection of enrolled learners, where relevant

(10) Where a programme does not lead to an award, we specify that it does not lead to an award.

### The HCQF

(11) The College publishes all elements of the Hibernia College Quality Framework (HCQF).

### Publication

(12) All published information is:

- a. In plain English
- b. Consistent with the Hibernia College brand
- c. In line with the requirements of any accrediting bodies where it relates to an accredited programme
- d. Accurate and complete

- e. Up to date

## **Part B - Promoting the College and Its Programmes and the Recruitment of Students**

### **Programme Promotion**

(13) Information and communication about our programmes are:

- a. Accurate and truthful.
- b. Up to date.
- c. Complete, including information about:
  - i. Accreditation(s)
  - ii. Qualification/award title(s)
  - iii. [National Framework of Qualifications \(NFO\)](#) (if any)
  - iv. European Credit Transfer System Credits
  - v. Intended learning outcomes
  - vi. Modules
  - vii. The Programme Director
  - viii. Modes of provision and assessment
  - ix. Available exit and/or embedded awards
  - x. Arrangements for the protection of enrolled learners (where relevant)

### **Communication with Prospective Students**

(14) When communicating with prospective students, we will:

- a. Clearly and honestly articulate all the academic and associated requirements of the programme
- b. Clearly provide detail on any associated professional registration
- c. Explain the qualification available and its recognition in the country of any applicant
- d. Explain any relevant policies and procedures for:
  - i. Admission, progression and awarding
  - ii. Access, transfer and progression including the recognition of prior learning
  - iii. The reasonable accommodation of students with disabilities or long-term illnesses
- e. Respond to queries about the programmes promptly and factually
- f. Supply published information in support of any communication

### **Marketing Materials and Communications**

(15) The College may produce publishable marketing material in a variety of media to suit the needs of prospective students and the relevant programme.

(16) Programme documents, handbooks and student-facing information may be used as marketing material.

(17) Elements of the HCQF may also be used as marketing material.

(18) Any partner or collaborator may not publish material in the College's name without explicit permission.

(19) Any collaborative agreement with another College or organisation will include clauses to address requirements

around the provision of information to prospective students.

(20) Photographs and other personal identifiable information will not be used other than where permission has been granted.

(21) Use of social media is accurate, respectful and aligned to the College's mission.

## **Marketing Methods**

(22) The College will promote the programme through a variety of methods to suit the needs of prospective students and the relevant programme.

## Status and Details

|                           |                     |
|---------------------------|---------------------|
| <b>Status</b>             | Current             |
| <b>Effective Date</b>     | 2nd November 2020   |
| <b>Review Date</b>        | 2nd November 2023   |
| <b>Approval Authority</b> | Academic Board      |
| <b>Approval Date</b>      | 23rd September 2020 |
| <b>Expiry Date</b>        | Not Applicable      |
| <b>Enquiries Contact</b>  | Quality Assurance   |

## Glossary Terms and Definitions

**"Programme"** - A programme of education and training refers to any process by which learners may acquire knowledge, skill or competence. It includes courses of study or instruction, apprenticeships, training and employment. A programme offers learners the learning opportunities by which they may attain educational goals (expressed as the intended programme learning outcome) by learning activities in a learning environment. A programme is normally comprised of modules. A programme leading to a major award will normally require a 'cohesion generating' process which integrates constituent modules so that the minimum intended programme learning outcomes are supported. The cohesion generating process should establish the epistemological and cultural identity of the programme. It should also coordinate alignment of activities with the minimum intended programme learning outcomes and introduce learners to the broader community of practice to which they aspire. (QQI (2013) Assessment and Standards Revised)

**"Reasonable Accommodation"** - 'A Reasonable Accommodation is any action that helps to alleviate a substantial disadvantage due to an impairment or medical condition.' (AHEAD). In the context of supporting higher education students, a reasonable accommodation is any provision made for a particular student to allow them to demonstrate their achievement of the learning outcomes of a piece of learning without any disadvantage which may arise on the basis of their having a disability or long-term illness.

**"Recognition of Prior Learning"** - Recognition of Prior Learning (RPL) is defined as a process whereby prior learning is given a value (European Commission, 2008; NQAI, 2005; OECD, 2004). RPL can operate to provide recognition for advanced entry and non-standard admissions to educational pathways and is also used to award credit for elements within programmes.