



GALWAY BUSINESS SCHOOL

Support for Learners Policy

QA May 2020

8.2 Scope

Galway Business School as a small educational institution prides itself on the high level of academic, technological, and developmental support it offers its learners. The School strives to maintain and improve the academic and general support services available to its learners through the provision of workshops in Study Skills, Career Guidance, Referencing & Attribution, and through the school's provision of Pastoral care.

Galway Business School is committed to providing a stimulating learning experience in a supportive environment. It is acknowledged that quality accessible support services combined with evaluation systems and procedures are necessary and inherent to an active quality assurance culture.

The Annual Programme Monitoring Reports are used to identify corrective and preventive action where improvements can be made or where new supports should be targeted.

8.3 Learner Protection

As a private educational profit-making institution, and in accordance with QQI's Core Validation Policy and Criteria 2013, Section 6.1, Galway Business School has specific arrangements in place to provide for and protect learners in the unlikely event that Galway Business School were to cease to provide a particular programme. Galway Business School is a member of HECA which gives it access to bilateral protection for learners to other HECA members offering a similar course. Galway Business School conforms to QQI policy on Protection for Enrolled Learners (PEL) for all QQI programmes.

Galway Business School has (PEL) for our students in the event of Galway Business School being unable to fulfil its commitment to students on QQI-accredited courses. For the Bachelor of Business Level 7 programme, GBS has formal PEL arrangements with Dorset and Griffith College Dublin and for the Bachelor of Business in International Business level 8 programme, GBS has formal PEL arrangements with Dorset College and Griffith College Dublin.

8.4 Refunds and Cancellations

GBS does not usually provide refunds after the imminent commencements of its programmes, however, it acknowledges that learners' circumstances may change dramatically and therefore offers a variety of supports.

- For cancellations, up to 2 weeks before course commencement full fees will be refunded except the non-refundable deposit of €300.
- For cancellations of 14 days or less before the course commencement, the deposit will be retained and the following percentages of the course fees will be refunded.
 - 7-14 days before the start of the course: 50% of course fees will be refunded.
 - Less than 7 days before the start of the course: 30% of course fees will be refunded.
- Once the course commences fees will not be refunded as it is GBS's policy not to refund fees irrespective of the circumstances. This includes late arrival/ early departure or days missed during the course.

8.4.1 VISA & Refunds

GBS can assist learners in their application for a VISA should they require one. Learners must allow a minimum of 8+ weeks to process their VISA application. GBS recommends that long-stay students apply for a D-VISA. All fees must be paid in advance and are refundable (except for the deposit of €300.00) in the case of a visa being refused unless false documentation has been submitted. This includes a minimum of four weeks accommodation and medical insurance. For Visa Requiring Learners:

- Learners must pay through Transfermate Escrow Account, where their fees will be held on behalf of the learner and GBS pending the VISA Decision. Delays in issuing visas will mean that a course is postponed to the next course starting date and additional charges may apply.
- Fees will not be refunded if a visa is denied due to the submission of false or inaccurate information.
- Visa applications are available from <http://www.inis.gov.ie/>
- There is a fee of €300 each time a visa is issued or extended by GNIB (Irish Immigration).
- Visa requiring and all non-EEA students must have adequate health insurance to cover their stay in Ireland and this is available for purchase from GBS.



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Fee Refund Form

Student Name:		Student Number:	
Student Address (Incl. Area Code)		Programme:	
Bank			
Bank Address (Incl. Area Code)			
Account No			
Branch Code			
IBAN			
SWIFT Code			
Account Holder			
Account Holders Address			
Signature:	Date:

**GBS does not accept responsibility for wrong information provided in the refund form.*

8.5 Learner Induction

During the first days of week one in the first semester, all new learners attend Induction sessions with the Registrar, Head of Teaching and Learning, the Programme Leader and the Academic Coordinator. Lecturing staff on the programme give learners a thorough briefing about the programme, as well as covering key concerns such as time management, study skills, plagiarism, use of the on-line library, referencing and attribution, and critical thinking. In addition, it is school practice for each lecturer to integrate such skills as part of their modules early in the academic year to reinforce learning of these key attributes.

The aim of this session is to welcome new learners to the programme, provide them with essential information and to let them know what to expect over the duration of the programme. During this session, learners will complete a campus tour and note the location of key contact personnel. Learners also get the opportunity to meet their lecturers and student peers by engaging in team- building and ice-breaker exercises. Learners will be provided with the following:

- student handbook
- the academic calendar
- GBS Quality Assurance Handbook
- information technology training
- support services

In the final schedule of induction, learners are provided with training on GBS e-learning platform – Moodle, online library – EBSCO, Referencing styles and techniques and general printing facilities.

Throughout each semester, both academic staff and the Registrar provide dedicated office hours and scheduled appointments to meet Learners on a one-to-one basis.

8.6 Attendance

The importance of regular attendance has a direct impact on student achievement but does not impact on marks awarded. While attendance at class is not obligatory its importance is stressed and monitored. This serves to emphasise the importance of regular class attendance and this is highlighted to students should their attendance fall below par. Attendance is maintained on a daily basis and recorded on Schoolworks (School Database Management System).

Class attendance is discussed at Programme Boards and Faculty Meetings, with all lecturers reporting poor attendance to the Registrar and Programme Leader. If poor attendance is due to a personal problem, the student will meet with the assigned Programme Leader or the Registrar. If necessary, the student will be referred to a Counselling Professional.

If there is no valid reason for poor attendance, the student is informed that his/her attendance record will be made available to the Programme Board. The attendance reports contribute to the Module Reports.

8.7 Counselling Service

Lecturers are encouraged to alert the Programme Leader or the Registrar if they feel a student may require some outside assistance. Students can be referred to a subsidised off-site counselling service provided by a fully accredited and experienced counselling professional. The Programme Leader or Registrar will maintain contact with the student throughout the counselling process. Such contact is recorded and maintained in hard-copy form in the student file.

Confidentiality of the individual student's counselling process will be of the highest priority in these cases, and any personal identifying information related to the counselling process remains undisclosed.

8.8 Careers Support Service

With its history of close integration with industry, Galway Business School is committed to preparing its students with the skills necessary to excel in the workplace or to progress to further education. Within the school, there are a number of careers support mechanisms:

- The school offers a professional Career Guidance professional throughout the year to provide focused skills-based workshops on CV preparation, communications and interpersonal skills, and interview techniques.

- Academic staff with expertise in given industries or in particular academic areas are available to meet students individually to discuss their future plans and to advise them on possible avenues to further education.

The Careers Support Service is monitored through student and graduate feedback. In particular, the Registrar surveys graduates and, where possible, employers of graduates to monitor and review how graduates perceive the school and how employers perceive graduates of the School. Results of these surveys help evaluate this service and form part of the ongoing monitoring process.

8.9 General Student Services

Other student services provided by the school include:

Support for Social and Sports programmes: The School provides information on all types of sporting activities around the city, including information with regard to student discounts. A number of social programmes and events are organised throughout each semester normally involving sporting and cultural events. There are also opportunities for students to volunteer for community and arts projects in the city.

Medical Insurance provision: Galway Business School arranges yearly student medical insurance with an accredited insurance company for a reduced fee. This insurance is particularly targeted towards international students who may not have insurance arrangements in place before programme commencement. This insurance covers GP visits and any hospital visit up to the value of €2,000,000.

Health Service: If the need arises, Galway Business School can refer any of its students to a Medical Clinic in Galway city, with which the school has an agreement in place.

International student registration support: New international non-EU students require help and guidance with regard to opening a bank account, obtaining a PPS number and to ensure that all necessary paperwork and identification is obtained in order to register with the Garda National Immigration Bureau. The Reception will provide students with the necessary information and supporting documentation.

Student safety and security: Galway Business School ensures that its premises and facilities are fully compliant with relevant health and safety legislation. Any other information which increases safety awareness is communicated to all students at induction and as necessary during the academic year.

Accommodation service: The school manages a network of Irish host families and school accommodation and arranges brief stays, particularly for cultural orientation purposes, for the first few weeks after the student arrives. The school also offers advice on finding and sharing independent accommodation in Galway.

Data Administration Services: The “Schoolworks” software program handles all enquiries, bookings for students and their educational agents, invoicing of students for courses and records collection of fees. It also records the allocation of physical and personnel resources on a daily / semester basis. Galway Business School seeks to maintain almost all student and school records on Class. Records that require additional security are recorded elsewhere. These include staff contracts and performance reviews and student examination and assignment results. Access to student examination results is limited to the Registrar and management of Galway Business School.

8.9.1 Administration Services

On an institutional level, a centralised administration function provides support in such areas as accounting, fees administration, marketing and admissions, student services, and academic records administration to the Governing Body, Academic Council and its sub-committees. The institutional administrative support is managed by the Managing Director and is monitored by the Governing Body.

The Admissions Office is responsible for student recruitment, enrolment, interviews, and offers, in accordance with admissions policy as determined by the Academic Council. The Admissions Office liaises with the Marketing Department on marketing and promotion of the school, and on planned recruitment strategies.

A number of staff members provide administrative support for all departments. The Academic Coordinator has specific responsibility for Galway Business School students within the school. This includes acting as a daily liaison with students and academic staff and providing administrative support for the Registrar. It also includes registering students for courses, for examinations and

posting timetables, notices and information on Moodle or/and on notice boards. Part of the role includes the management of the Virtual Learning Environment within the organisation.

8.9.1.1 Feedback

Feedback on Administration services is received from student, lecturers and graduate surveys. Daily feedback in all its forms is recorded and discussed at the relevant committee and faculty meetings. As part of the Annual Resources Report, the Managing Director reports issues relating to all feedback to the Quality Assurance Committee.

8.10 Disability Support

Galway Business School operates a clearly defined supplementary admissions procedure for applicants with disabilities/specific learning difficulties who believe that because of the impact of their disability they will not achieve the required competitive points for the course of their choice. This procedure has developed in recognition of the difficulties experienced by some students with disabilities in reaching their academic potential in second-level education. This also addresses the under-representation of learners with disabilities in higher education in Ireland.

Galway Business School's Policy on Disability aims to deal with learners with a disability who wish to undertake a qualification. The Policy covers varying forms of learners' disability. The building at Galway Business school is wheelchair accessible but not adapted.

The document outlines the support services from admission to graduation that Galway Business School will provide for learners with a disability to complete their academic qualification.

8.10.1 Registering

The Disability Support Service at GBS supports learners at both undergraduate and postgraduate level. Learners can register at any stage during their course of study; however, it is recommended that learners register with the service at the beginning of the first year. Registration allows learners to avail of support that is determined by an individual needs assessment. Learners cannot avail of these supports unless they are registered with the service.

Learners are required to follow three steps to register for the Disability Support Service (DSS) with Academic Co-ordinator.

8.10.1.1 Documentation needed for registration:

To register for the DSS with Academic Co-ordinator, a learner must provide verification of her/his disability, which can either be an Evidence of Disability Form or a Medical Report from the appropriate consultant with the same level of detail. Please see table 8.9.1 below for information on the type of report required and the age limit of the report.

Table 8.9.1: Documentation required for registration for DSS.

Disability	Report	Age of report
Autistic Spectrum Disorder	Consultant Psychiatrist OR Psychologist OR Neurologist OR Paediatrician	No age limit
ADD/ADHD	Consultant Psychiatrist OR Psychologist OR Neurologist OR Paediatrician	No age limit
Blind/Vision impaired	Ophthalmologist/Ophthalmic Surgeon OR Letter from NCBI OR attended school for the blind	No age limit
Deaf/Hard of hearing	Audiogram OR attended school for the Deaf	No age limit
Neurological Condition	Neurologist OR relevant Consultant	No age limit
Speech and Language Disabilities	Speech and Language Therapist	No age limit
Physical/Mobility	Orthopaedic Consultant OR relevant Specialist	No age limit
Developmental Co-ordination Disorder (DCD) Dyspraxia/Dysgraphia	Educational Psychologists report AND Occupational Therapist OR Neurologist	No age limit
Mental health condition	Consultant Psychiatrist OR Specialist Registrar	No older than 5 years
Significant Ongoing Illness	Relevant Consultant e.g. Diabetes Type 1: Endocrinologist or Paediatrician	No older than 5 years
Specific Learning Difficulties (Dyslexia or Dyscalculia)	Educational Psychologists report	No older than 5 years

8.10.1.2 DSS Registration

Learners are required to obtain a Registration Form for the DSS from the Academic Co-ordinator and return it filled with the supporting documentation outlined above.

The Registration Form for Disability Support Services is attached below:



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REGISTRATION FORM FOR DISABILITY SUPPORT SERVICES

Welcome to the registration form for learners with disabilities and specific learning difficulties at GBS. This is your first step in the process of registering with the Disability Support Service. Following the completion of this form and its submission to Academic Coordinator, a member of the academic support team will contact you to arrange a meeting for an individual needs assessment. Learners that have completed this form will be prioritised. The needs assessment meeting is used to determine the best supports to put in place to help you achieve your academic goals. All information provided will be held securely and confidentially in accordance with the GBS' Data Protection Policy.

Full Name			
Address for Correspondence		E-Mail Address:	
		Telephone Number:	
Programme Studied:			
Year of Course			
Primary Disability			
Secondary Disability			
Other Disability			

In order to facilitate your registration, the Academic Co-ordinator requires evidence of your disability from an acceptable professional source that verifies the nature of your disability or specific learning difficulty.

If you experience any difficulty in completing this form, please contact Padraig@gci.ie or 091 529000.

Signed:	Date:
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8.10.2 Needs Assessment

The third step is the meeting of the learner with Academic Co-ordinator who will carry out a full needs assessment.

After completion of Registration Form for DSS, the Academic Co-ordinator will contact the learner to arrange an appointment for a Needs Assessment. Following the Needs Assessment, the Academic Co-ordinator prepares an Individual Learning-Educational Needs Summary (LENS) detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS is communicated to the relevant lecturers on the learners' course.

The Needs Assessment at GBS is conducted based on the three most common areas of disability which are discussed below. The form for the LENS assessment is attached at the end of this section.

8.10.2.1 Specific Learning Difficulties (*Dyslexia or Dyscalculia*)

Dyslexia presents students with many challenges which are outlined below.

In lectures:

- Listening while taking notes; writing at speed
- Catching and writing new words
- Tracking columns of figures

In seminars/group discussion:

- Sight-reading: being asked to read text aloud without time to prepare
- Pronunciation of polysyllabic words,
- Word retrieval
- Hesitancy

In reading:

- May be slow and inaccurate with difficulty in scanning text to find information,
- For some learners text appears to be moving or falling off the page
- Screen-based information may be subject to flicker and distortion

In writing:

- Difficulties with sequencing or word retrieval may produce a stilted style of writing which may not match the student's oral performance

- Unsophisticated language structures- in order to avoid grammatical errors, many dyslexic students adopt simplified language structures, which do not necessarily denote unsophisticated thinking
- Simplified vocabulary – in order to avoid spelling errors, many dyslexic students adopt a simplified vocabulary when writing
- Repeated information or phrases – which would not be detected by a spellchecker or by a student proofreading their own draft
- Other errors which may not be picked up by spell checkers – including homophone substitutions, phonetic equivalents, incorrect word substitutions, and/or American spelling
- Omitted words or punctuation
- Excessive or misplaced punctuation
- Handwritten work may look messy and/or juvenile

In exams:

- Slow reading & writing speeds

In other situations, outside formal teaching situations:

- Difficulties in filling in forms, reading timetables and notices, following sequence of numbers in the library
- Poor short term memory

8.10.2.2 Hearing Impaired Learners

The majority of learners with hearing loss in third-level education institutions will have mild to moderate hearing loss and use oral /aural (speaking /listening) methods as their main mode of communication.

Hearing-impaired learners may face many challenges which are outlined below.

In Lectures, Seminars / Group Discussions:

- Difficulties pronouncing some words or speech sounds
- The omission of word endings
- Failure to pay attention when spoken to
- Frequent observation of peers for a lead as to what to do

- Giving incorrect answers to simple questions
- A high frequency in asking for repetition of words and sentences
- Intense face and/or lip watching
- Mispronunciation of some words/sounds
- Straining to watch a speaker
- Tiredness, a tendency to speak loudly and to have difficulty monitoring voice level
- Withdrawal from in-class activities

8.10.2.3 Visually Impaired Learners

Learners with visual impairment are described in Department of Education and Skills (DES) circulars as having a visual disability that is so serious as to impair significantly their capacity to see, thus interfering with their capacity to perceive visually presented materials such as pictures, diagrams and the written word. Some will have been diagnosed as suffering from such conditions as albinism, cataracts, congenital blindness, retinitis pigmentosa, etc. Most are described as requiring the use of low-vision aids. The category is not intended to include learners whose visual difficulties are satisfactorily corrected by the wearing of glasses and/or contact lenses. Most learners described as having a visual impairment are, in fact, partially sighted and can function in the school situation with the assistance of low-vision aids.

Learners with visual impairment may display comprehension difficulties such as:

- Having poor organisational skills
- Fail to complete assignments and experience difficulty staying on-task



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DISABILITY SERVICE LEARNING EDUCATIONAL NEEDS SUMMARY (LENS)

Student Name:	
Student Number:	
Support Document Status:	Approved by Student
Email Contact:	
Course:	
Disability:	
Academic Co-ordinator:	Padraig Hynes
Date of Needs Assessment:	
Disclosure of a disability to the course This document contains confidential information of a sensitive and personal nature. [Name of the student] has given permission for this information to be shared with all teaching / administrative staff working with her/him e.g. Head of Teaching & Learning, module leaders, and all guest lecturers. This information must be reissued to relevant staff each semester. If you have any questions, please do not hesitate to contact Academic Co-ordinator, Padraig Hynes.	
Disability Specific Information:	
Disability Service Interventions:	
Examination Accommodation:	
Adaptation to teaching and Learning Situations:	

8.10.3 Reasonable Accommodation

Standard Reasonable Accommodations identified through the Needs Assessment process by the Academic Co-ordinator are accommodations that alleviate a substantial disadvantage for learners with disabilities and/or significant ongoing illnesses. It is expected that the standard Reasonable Accommodations stated in the LENS report will be put in place. In cases where an RA cannot be applied and a specific rationale is provided, the non-standard decision route will apply.

8.10.3.1 Assessment adjustments:

The underlying principle here is that assessment should enable a student to demonstrate that he/she has achieved the required learning outcomes. It is therefore entirely possible that more than one mode of assessment might legitimately test the same learning outcomes. However, as a general rule of thumb, it is likely that what a student uses to minimise disadvantage when studying may also be helpful in assessment (e.g. large print format; speech to text software; screen reading software; taped material; human assistance etc.)

There are two main avenues to explore: firstly, the possibility of adjusting the assessment so that the student is not disadvantaged by reason of their disability; secondly, where the adjustment will not suffice, the possibility of offering an alternative mode of assessment. It is important that any proposed solution should not compromise academic standards, and it might be that in order to maintain standards then no adjustments are possible, reasonable or appropriate.

Examples of reasonable adjustments might include:

- allowing extra time (10 mins per hour)
- using large print format or assistive technology
- allowing breaks: students may need to relieve pain by moving around (e.g. Arthritis); they may need to eat or take medication (e.g. Diabetes), and students with fatigue stemming from their condition or from treatment may need rest breaks
- providing a different venue (where the use of assistive technology or breaks might be disruptive to other candidates)

8.11 Learner Code of Conduct and Discipline

8.11.1 Introduction

The mission of GBS is to transform lives and societies through education, research and innovation. By registering for a programme in GBS, a student undertakes to behave in a manner consistent with the achievement of this mission. This includes accepting the rights and responsibilities of membership of the GBS community. The purpose of this Learner Code of Conduct and Discipline is to facilitate the maintenance of a safe and supportive environment for all members of this community.

All learners are required to observe this Code at all times within GBS, outside it if representing GBS, and on all other occasions when they are identifiable as learners of GBS. Observing this Code entails respecting the rights of others and showing them due courtesy and respect. Learners are also required to observe all other regulations of GBS and to conform to all such regulations.

If this Code is breached, disciplinary procedures are normally invoked. This typically involves the initial notification of the issue to the Academic Co-ordinator, and potentially, the subsequent referral of the issue to the Disciplinary Committee itself. The Academic Co-ordinator will also inform the Registrar where the alleged breach concerns academic matters.

The Disciplinary Committee may not be initially notified in respect of a minor academic matter as the Lecturers and/or Academic Co-ordinator may deal with them. In this instance, the Registrar advises the learner of his or her right to have the matter referred to the Disciplinary Committee (if the learner waives this right, a penalty may be applied and the Academic Co-ordinator advised thereof). It should be noted where minor offences relate to plagiarism the GBS Academic Integrity and Plagiarism policy shall be invoked/or enforced.

Suspected criminal offences will ordinarily be referred to An Garda Síochána and/or the appropriate civil authorities for investigation in the first instance. In certain instances, GBS is obliged by law to report suspected criminal offences to An Garda Síochána. Any such report may be in addition to any investigation carried out by the school under this Code.

8.11.2 Responsibilities of learners

Learners are expected to familiarise themselves with this Code, with all other relevant GBS regulations and with relevant GBS policies. With respect to these, learners should refer to the list of policies provided on the GBS Moodle.

Learners are bound by this Code even if they do not agree with its provisions or even if they fail to make themselves aware of its existence.

Where learners are working off campus in a host organisation, as part of the programme for which they have registered (e.g. on professional experience project) they are expected to familiarise themselves, and comply, with the relevant codes and regulations of those institutions or organisations. Such learners are also required to:

- Conduct themselves in such a way as not to bring themselves or GBS into disrepute.
- Respect the staff, property and activities of the host institution or organisation as they would the staff, property and activities of GBS.

GBS is entitled, but shall not be obliged to, investigate any complaint against a learner while on placement with a host institution or organisation and, if upheld, shall be entitled to impose a sanction under this Code similar to if the complaint was made while the learner was at GBS.

Learners are expected to comply with the law at all times.

Learners are expected:

- to participate in all academic activities associated with the programme for which they have registered
- to fulfil all the examination and assessment requirements associated with the programme for which they have registered
- to deal honestly and with integrity with all other members of the GBS community
- to acknowledge and respect the authority of all the staff of GBS in the performance of their duties and to co-operate with them accordingly .
- to respect the rights and dignity of all the members of GBS community, including fellow students, and of our neighbouring communities, and therefore to refrain from conduct liable to infringe their rights and dignity

- to maintain an awareness of what constitutes appropriate behaviour in GBS, when representing it or when identifiable as a member of it, and to behave accordingly.

8.11.3 Offences

As noted above, suspected criminal offences will ordinarily be referred to the civil authorities in the first instance.

Offences against this Code may broadly be described as:

- behaviour that obstructs GBS staff or learners in the performance of their duties relating to teaching, research, administration, disciplinary procedures or other activities
- behaviour that obstructs GBS learners in the pursuit of their studies
- behaviour that brings, or has the potential to bring, the GBS into disrepute

Breaches of this Code can arise irrespective of whether the behaviour takes place on or off campus.

Set out below is a non-exhaustive list of offences that may result in the initiation of disciplinary procedures under this Code.

- Plagiarism, or the use of unauthorised material during an examination, or other serious breaches of the Examination Regulations (learners should refer to the GBS Academic Integrity and Plagiarism policy)
- Research misconduct
- Failure to identify oneself on request to a member of staff and/or to produce a student card on request by a member of staff.
- Failure to advise the GBS of relevant addresses (home address and, if appropriate, study address).
- Furnishing false information to GBS with intent to deceive
- Forging, alteration or misuse of GBS documents, records or identity cards.
- Making false claims about academic or professional achievements to GBS or to a third party.
- Misrepresenting oneself as an agent of GBS.
- Unauthorised use of academic materials.
- Posting or distributing inappropriate advertising or other unsolicited materials.

- Failure to abide by such local GBS regulations as may relate to particular areas of the GBS (including, but not confined to, computing facilities, the Libraries, Campus Residences, sporting facilities, restaurants, car-parks and roadways).
- Failure to comply with any reasonable, oral or written, individual or collective instruction given by any staff member or agent of GBS in the performance of his or her duties, including an instruction to leave the campuses, or a specific area within a campus.
- Physical abuse of another person, whether actual or threatened.
- Verbal abuse of another person.
- Abusive electronic communication with others (e.g. by e-mail, text or on social media sites); this includes the making of abusive or false statements about GBS, its learners and/or staff.
- Bullying.
- Harassment including, but not confined to, sexual harassment.
- Stalking, whether carried out in person, by telephone, on-line or by any other means.
- Disorderly conduct, including conduct outside the campuses that would be likely to bring GBS into disrepute.
- Forcible occupation of GBS buildings or grounds.
- Littering.
- Destruction, damage, misuse or use without authorisation of GBS property, including Library materials or of private property on campus.
- Theft of GBS property, including Library materials, or theft of private property on campus.
- Possession of property in the knowledge that it has been stolen or misappropriated by another.
- Fraud, misapplication or gross negligence in relation to GBS funds or property.
- Unwarranted interference with the GBS's safety equipment, firefighting equipment, security systems or alarm systems.
- Refusal to evacuate rooms or buildings on hearing the fire alarm.
- Knowingly making false reports about the existence of fires, bombs or other dangers.
- Setting of fires.
- Possession of firearms, other weapons, any item that might be construed as being a weapon, or explosives, or possession of a dangerous substance.
- Abuse of alcohol or other substances on campus
- Smoking in GBS buildings.

- Dealing in, or using, drugs, alcohol, firearms, other weapons, or explosives, contrary to the law.
- Making false, frivolous, malicious, mischievous or vexatious complaints.
- Intimidation of witnesses involved in a disciplinary hearing.
- Refusal to comply with the disciplinary procedures of the GBS or with penalties imposed after due process.
- Encouraging or inciting others to breach this Code.
- Conduct that interferes, or is likely to interfere with, the administration or the good order of GBS.
- Any activity, whether committed on or off campus, which adversely impacts, or is likely to adversely impact, the reputation of GBS, its learners or members of staff.

8.11.4 Reporting an offence

In most cases complaints should be made under this Code by completing the Learner Complaint Form and submitting it, with supporting evidence as necessary, to Academic Co-ordinator.

8.11.5 Preliminary Hearings

In certain cases, as determined by the Academic Co-ordinator, learners will be invited to attend a preliminary hearing with the Academic Co-ordinator, at which he/she will be invited to address the complaint/allegation against him/her. The purpose of the preliminary hearing is to afford the learner an opportunity to respond to the complaint/allegation and to afford the Academic Co-ordinator an opportunity to form an opinion on the seriousness of the case. The Academic Co-ordinator will outline the complaint/allegation made against the learner and ask them to accept or reject the complaint/allegation. It is also an opportunity for minor complaints under this Code to be addressed without the requirement for a meeting of the Disciplinary Committee. Preliminary hearings will only usually be scheduled where the complaint/allegation made is minor in nature.

In advance of the preliminary hearing, the learner will be provided with details of the complaint/allegation made against them.

At the preliminary hearing, the learner will be invited to respond to the complaint/allegation and to provide any other information they consider relevant.

A learner has the right in the course of, or following, the preliminary hearing to request that the complaint/allegation be referred to a Disciplinary Committee for investigation and determination.

A learner is entitled to be accompanied to a preliminary hearing by a fellow student or a relative.

The options available to the Academic co-ordinator following the preliminary hearing are as follows:

- Dismiss the complaint/allegation with no further action.
- Conclude the process by agreeing with the learner some form of remedial action will be taken (e.g. issuing a written apology).
- Conclude the process following an admission by a learner and issue a formal warning to the learner, which, if deemed appropriate, is then placed on their learner file.
- Refer the complaint/allegation to the Disciplinary Committee, without making any findings on the complaint/allegation.

The outcome of the preliminary hearing shall be confirmed in writing to the learner.

A summary of Preliminary Hearing outcomes will be provided by the Academic Co-ordinator in writing to the Disciplinary Committee in advance of every Committee meeting.



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LEARNER COMPLAINT FORM (on the basis of Learner Code of Conduct and Discipline)

Please submit the completed form to Academic Co-ordinator by email to: Padraig@gci.ie as soon as possible after you have observed a possible breach of the Code. If possible, the form should be submitted electronically.

Details of the Complainant

Name:		Student Number:	
Telephone number:		Email Address:	

SECTION A: Broad Indication of Type of Offence Alleged

Indicate as appropriate

Academic offence (breach of examination regulations, plagiarism, other)	
Fraud/misrepresentation	
Anti-social behaviour	
Bullying/associated activities	

Other (specify):

SECTION B: Details of the Alleged Offence

Date on which alleged offence was observed	
Location at which alleged offence was observed	
Name of other witness, if any and if known	
Name(s) of learner(s), if known	
ID number(s) of Learner(s), if known	

SECTION C: Evidence

Do you have material evidence to support your complaint?	Yes		No	
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If yes, please provide it. If it is in electronic form, please email it along with this form. If it is not in electronic form, please submit it to Padraig Hynes (Academic co-ordinator) or indicate where it may be accessed.

Evidence may take the form of (tick as appropriate)

Academic transcripts	
Details of programme academic structure	
Documentation detailing prior communication with learner	
Photograph	
CCTV recording	
Other (specify)	

Signed:		Date:	
.....		

8.12 Disciplinary Committee

GBS strives to maintain the highest academic and social standards and expects students and staff to be treated with respect at all times. Learners who are in breach of any of the regulations may be asked to present themselves to the Disciplinary Committee. This Committee will decide on an appropriate course of action after hearing the events as outlined by both the offender and prosecutor. Some examples of a learner breaching the regulations include plagiarism, cheating in exams and disorderly conduct.

8.12.1 The Chair of the Disciplinary Committee

The Chair of the Disciplinary Committee will be an appropriately senior and experienced member of academic staff, nominated by the Registrar and approved by the Managing Director for a period of not less than three and not more than five years. The Chair of the Disciplinary Committee is responsible for:

- receiving a summary of Preliminary Hearing outcomes from the Academic Co-ordinator in advance of every Committee meeting
- receiving all complaints against learners under this Code referred to the Committee by the Academic Co-ordinator
- determining whether or not a complaint received against learners under this Code should be referred to An Garda Síochána, if it has not already been referred
- referring complaints under this Code for investigation and determination by the Disciplinary Committee
- deciding to recommend the suspension of a learner as outlined in section 2.1 below
- ensuring that, where necessary, the Learner Complaint Form and any supporting evidence are made available via the Academic Co-ordinator
- liaising closely with the Academic Co-ordinator to ensure streamlined procedures and streamlined maintenance of records
- ensuring that there is follow-up with relevant members of staff, in respect of penalties imposed, to ascertain that these penalties are actually implemented
- attending meetings of the Disciplinary Committee and working with the Academic Co-ordinator to prepare documentation for this committee

8.12.1.1 Suspension Recommendations

The Chair may recommend to the Registrar the suspension of a student pending the outcome of a disciplinary process. The suspension will be for no longer than is necessary to investigate any allegations against the learner or for no longer than is otherwise reasonable while any disciplinary process concerning the learner is ongoing. The arrangements relating to any suspension shall be confirmed in writing. While suspended, learners must not visit any GBS' premises or contact any member of staff or GBS learner unless authorised to do so by the GBS. Suspension of this kind is not a disciplinary sanction and does not imply that any decision has been made about the allegations made against the learner. Any decision to suspend a learner will be made by the Managing Director.

8.12.2 The Disciplinary Committee: membership and meetings

The membership is as follows:

- The Chair
- One member of academic staff nominated by the Registrar
- Registrar
- CEO

Every effort should be made to ensure gender balance and appropriate diversity in terms of the membership.

The minimum term of office for the Chair and the academic representatives will normally be three years; the maximum will normally be five years. Membership by these individuals will, where possible, be on a staggered basis to ensure continuity of expertise. The quorum for any meeting of the Disciplinary Committee is four members. Substitution of representation on the Disciplinary Committee by members other than the Chair is not permitted. No member of the Disciplinary Committee may be present at a meeting in which he or she is personally involved.

The Academic Co-ordinator is not a member of the Disciplinary Committee and does not have a vote. He or she is responsible for ensuring the arrangements for meetings, notifying all parties concerned of these arrangements, drafting the minutes and other relevant documentation, and presenting

documentation on cases to the Disciplinary Committee in consultation with the Chair where necessary, and notifying all parties concerned of the outcomes of meetings.

The Academic Co-ordinator will ensure that a letter is given in person to the learner charged with an offence under this Code or will send it to his or her home or study address, as appropriate. A copy of the letter will also be e-mailed to the learner at their email address, on the same day that it is posted. The letter will be given or sent to the learner at least five days before the meeting. It will contain the date, time and location of the meeting, the name(s) of the complainant(s) and any witnesses who will attend the hearing. Details of the complaint/allegation made against them and copies of any documents that will be relied upon at the meeting will also be contained in the letter.

A learner is entitled to be accompanied to a Disciplinary Committee meeting by a fellow student or a relative. In certain cases, at the discretion of the Disciplinary Committee, a learner may be permitted to bring a legal representative to the meeting, in which case, the Committee may also request the attendance of a legal representative.

If a learner facing a complaint/allegation wishes to adduce extenuating circumstances, or make a counter-accusation, this should normally be done in writing to the Academic Co-ordinator, before the meeting. Furthermore, should the student wish to do so, he/she can make written submissions to the Disciplinary Committee via the Academic Co-ordinator in advance of the meeting.

Meetings will take place as required. Every effort will be made to ensure that meetings take place as soon as reasonably practicable after the learner is notified of the complaint/allegation against them.

8.12.2.1 The Disciplinary Committee: procedures relating to meetings

The meetings of the Disciplinary Committee always take place in private and written minutes of all such meetings shall be recorded. The minutes of the meeting must be approved by the Chair and the other members of the Committee before being signed off by the Chair.

Meetings will be convened by the Chair via the Academic Co-ordinator. All meetings must be notified to all members, electronically, a minimum of five working days in advance, and documentation must be made available to members, electronically, at this point also.

The proceedings are ordinarily conducted through the Chair. Questions may be submitted, through the Chair, by a learner or by a witness. The Chair may put these questions to the party at whom they are directed. The Chair is responsible for ensuring that the proceedings are conducted in an appropriate and respectful manner and that no person intervenes in any way that could cause offence to another. The Chair may permit cross-examination of witnesses by a learner or his/her representative where considered appropriate and necessary.

When adjudicating on each case, the Committee will hear from:

- the complainant, or a representative, or a relevant member of staff, as appropriate
- the learner charged with an offence and, where appropriate, his/her representative
- any witnesses called by the learner
- any person the Committee considers might be of assistance in enabling it to come to a decision

The learner may be accompanied to the meeting as outlined previously. The learner's representative shall be given the opportunity to make submissions to the Committee but shall not be permitted to give evidence on the learner's behalf.

If the learner is not available to attend a meeting as scheduled, he or she may request an adjournment; however, the Chair of the Disciplinary Committee will decide whether or not to grant the adjournment.

If the learner does not attend a meeting as originally scheduled or as rescheduled, the proceedings may be conducted in his or her absence.

If a case involves more than one learner, each learner will be called before the Disciplinary Committee individually.

All decisions made by the Disciplinary Committee shall be made by a simple majority. In the case of a tied vote, the Chair (or his/her nominee) shall have a casting vote.

The decision of the Disciplinary Committee shall be communicated in writing and delivered by email or by post to the learner concerned.

The Registrar shall submit an annual report to CEO and Programme Board, outlining the number and type of breaches that occurred, categorising them into types of breach and seriousness of breach indicating the types of penalties imposed per type/breach.

The proceedings and details of learner disciplinary cases are private and confidential and where learner disciplinary data is reported to Programme Board or CEO it is done on an anonymised basis. However, in certain circumstances, GBS may need to communicate decisions made under this Code to staff members where it is deemed necessary or appropriate for the effective administration of the disciplinary process.

8.12.3 Penalties

The types of penalties for offences which can be imposed by the Disciplinary Committee include:

- Caution
- Reprimand
- Fines
- An order for the reparation of any damage or loss caused either to the GBS or any of its members of staff, learners or members of the public
- Suspension from some academic exercises
- Suspension from all academic exercises
- Exclusion from library, computer and/or other GBS facilities for a period of time
- Prohibition from access to the school or parts of the school
- Failure in respect of an element of assessed work
- Reduction in marks for an element of assessed work
- Failure in respect of examination
- Reduction in marks for an examination
- Withholding of an award or of examination results
- Suspension from GBS for a period of time or until such time as any requirements specified by the GBS have been met
- Expulsion from the GBS

All penalties which have implications for the learner's academic record shall be checked with the Registrar, before being communicated to any relevant party, to ensure that the consequences for the academic record will be consistent with the intentions of the Disciplinary Committee.

A learner who has been fined may request, in exceptional circumstances, the substitution of a non-monetary penalty, and such a request will be considered by the Disciplinary Committee.

The penalty imposed will be communicated to the Registrar and the Chair of the relevant Programme Board as a matter of course, within three days of the hearing. In cases in which another member of staff needs to be notified, the penalty will be communicated to him/her also, within the same timeframe. In cases in which another party – such as a complainant who is a member of the local community – needs to be notified, this should be done by the relevant GBS staff.

If a Progression and Awards Board involving the relevant student is held before the outcome of the decision of the Chair of the Disciplinary Committee or of the Disciplinary Committee is known, the Chair of the Disciplinary Committee may instruct the Registrar to withhold the learner's examination results until the outcome is known and, where necessary, to amend the results in the light of the outcome.

8.13 Disciplinary Appeals Committee

Decisions of the Disciplinary Committee may be appealed by a learner to the Disciplinary Appeals Committee.

A learner has the right to appeal a decision of the Disciplinary Committee on the following grounds:

- there is new evidence or evidence which was, for good cause, not presented to the Disciplinary Committee which might reasonably have resulted in a different decision;
- there were procedural irregularities (including administrative errors) such as might give rise to reasonable doubt as to whether the Disciplinary Committee would have reached the same decision had they not occurred;
- the evidence considered by the Disciplinary Committee did not support the findings made by the Disciplinary Committee;
- the penalty imposed by the Disciplinary Committee was unreasonable or disproportionate considering all the circumstances of the case.

It is at the absolute discretion of the Chair of the Disciplinary Appeals Committee to decide that there are reasonable grounds for an appeal to proceed.

A learner who exercises his right of appeal shall be required to submit his grounds of appeal in writing by completing the Disciplinary Appeals Committee form within 7 working days from the date of issue of the Disciplinary Committee's decision. If an extension to this period of time is required, the learner must request this in writing from the Chair of the Disciplinary Appeals Committee, via the Academic Co-ordinator. The decision as to whether or not to allow an extension is taken by the Chair of the Disciplinary Appeals Committee and a request will only be considered if a student's inability to meet the 7 working days deadline is due to circumstances beyond their control and if not granting it would likely result in an injustice to the student concerned. The maximum extension allowed is a further 7 working days period.

The Disciplinary Appeals Committee is comprised of:

- The Chair - External
- One appropriately senior and experienced member of academic staff who has formerly been a member of the Disciplinary Committee
- One other appropriately senior and experienced member of academic staff

- One Learner Representative

No current member of the Disciplinary Committee may be a member of any Disciplinary Appeals Committee. The Chair of the Disciplinary Appeal Committee shall be an External Academic Advisor.

The Secretary to the Disciplinary Appeals Committee shall be appointed by the Registrar. He or she is not a member of the Disciplinary Appeals Committee and does not have a vote. He or she is responsible for making the arrangements for meetings, notifying all parties concerned of these arrangements, drafting the minutes and other relevant documentation, preparing if necessary and presenting documentation on cases to the Committee in consultation with the Chair of the Disciplinary Appeals Committee, and notifying all parties concerned of the outcomes of meetings.

The Secretary to the Appeals Committee will ensure a letter is given in person to the learner who has lodged an appeal under this Code or will send it to his or her home or study address, as appropriate. A copy of the letter will also be e-mailed to the learner, on the same day that it is posted, to their e-mail address. The letter will be given or sent to the learner at least five days before the meeting. It will contain the date, time and location of the appeal meeting.

The meetings of the Disciplinary Appeals Committee will always take place in private. The Disciplinary Appeals Committee may call any witnesses whose evidence appears to the Committee to be necessary to resolve questions raised by the appeal.

A written record of all Disciplinary Appeal meetings shall be made. The minutes of the meeting must be approved by the Chair and the other members of the Committee before being signed by the Chair.

A learner is entitled to be accompanied to a Disciplinary Appeals Committee meeting by an officer of a fellow student or a relative. In certain cases, at the discretion of the Disciplinary Appeals Committee, a learner may be permitted to bring a legal representative to the meeting, in which case, the Committee may also request the attendance of a legal representative.

Decisions of the Disciplinary Appeals Committee shall be taken by a simple majority and in the event of a tie; the Chair of the Disciplinary Appeals Committee shall have a casting vote. A record of all meetings conducted by the Committee shall be made by the Secretary of the Appeals Committee.

In advance of the Disciplinary Appeal meeting, the Disciplinary Appeals Committee shall be provided with the learner's grounds of appeal (including any submissions made by the student in the course of the process before the Disciplinary Committee). They will also receive a copy of the relevant decision of the Disciplinary Committee and a copy of the minutes of the Disciplinary Committee meeting(s) with the learner. The learner shall also be entitled to receive a copy of the minutes of the Disciplinary Committee meeting prior to the appeal meeting.

The learner and his/her representative may make oral or written submissions to the Disciplinary Appeals Committee. The Disciplinary Appeals Committee may, at its discretion, invite the Chair of the Disciplinary Committee to make oral or written submissions to it. Where considered necessary or appropriate, the Disciplinary Appeals Committee may consider evidence not given before the Disciplinary Committee. The Disciplinary Appeals Committee may:

- allow the appeal and overturn the Disciplinary Committee's decision in whole or in part;
- reject the appeal and uphold the Disciplinary Committee's decision in whole or in part;
- decrease, increase or vary the nature of the penalty imposed by the Disciplinary Committee

The decision of the Disciplinary Appeals Committee is final. The decision of the Disciplinary Appeals Committee shall be in writing and delivered by email or post to the student concerned. A copy will also be provided to the Secretary of the Disciplinary Committee.

The Chair of the Disciplinary Appeals Committee shall report on an annual basis to the Programme Board and in his/her report, shall report on the appeal meetings held during the course of the year and the outcome of those meetings.



GALWAY BUSINESS SCHOOL

GBS DISCIPLINARY APPEALS COMMITTEE

Please submit the completed form to the Academic Co-ordinator by email to: Padraig@gci.ie within the timeframe specified in the GBS' Disciplinary Committee Policy.

Details of the Appellant

Name:		Student Number:	
Telephone number:		Email Address:	
Home Address:			
Study Address:			

SECTION A: Details of the Decision being Appealed

Date of the hearing of the Disciplinary Committee	
Reference Number	
Decision of the Disciplinary Committee	

SECTION B: Grounds for Appeal (Disciplinary Committee Policy section 6)

Tick the relevant

That there is new evidence or evidence which was, for good cause, not presented to the Disciplinary Committee which might reasonably have resulted in a different decision	
That there were procedural irregularities (including administrative error) such as might give rise to reasonable doubt as to whether the Disciplinary Committee would have reached the same decision had they not occurred.	
That the findings of the Disciplinary Committee do not warrant the resolution that there was a breach of discipline charged	
That the penalty imposed by the Disciplinary Committee was unreasonable having regard to all the circumstances of the case	

SECTION C: Evidence for submission to the Disciplinary Appeals Committee (i.e. evidence not made available to the Disciplinary Committee)

Is evidence being submitted?	Yes		No	
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If yes, describe the evidence:

If yes, specify why the evidence was not made available to the Disciplinary Committee

If yes, provide the evidence. If it is in electronic form, please e-mail it along with this form. If it is not in electronic form, please submit it to Academic Co-ordinator or indicate where it may be accessed.

SECTION D: Statement to support Appeal (Provide a concise statement to support the appeal)

Signature of appellant:	Date:
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